

Innovative Strategies Towards Effective Teaching of Career Guidance and Counselling in Secondary Schools.

By

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SE 10
MONY

SUBMITTED IN ACCORDANCE WITH

THE

REQUIREMENTS FOR THE DEGREE OF

MAGISTER EDUCATIONIS

in the Department of Education at

VISTA UNIVERSITY

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Submitted: October 2000
WELKOM

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DEDICATION

This study is dedicated to my
two daughters Mpho and Lebohang for
their encouragement and allowing me to share their time
with the study.

Also to my grandson Matona.
Perhaps this study will be of assistance for him.

To Professor H M Freeman
who is my mentor and role model.

Thank you.

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09h00 { 01 Law of Educ
08 Theory of Educ
12 PME

DECLARATION

I, Relebohile Monyake Maja declare that:

This study titled:

**INNOVATIVE STRATEGIES TOWARDS EFFECTIVE TEACHING OF
CAREER GUIDANCE AND COUNSELLING IN SECONDARY SCHOOLS.**

Is my own work, that all the sources quoted in the text have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at any other university.



RELEBOHILE MONYAKE MAJA

ACKNOWLEDGEMENTS

I wish to acknowledge the contribution of the following people to the completion of this study:

The Almighty God who gave me perseverance, patience and the talents to let me complete the study.

Professor H M Freeman of the Vista University, Welkom Campus, for her encouragement, support, guidance and for being available and approachable whenever her expert guidance was needed.

Dr D K Selaledi of the Vista University, Welkom Campus, for seeing me through the first year of this course. It was not easy.

Professor G van der Westhuizen of the Vista Centre of Cognitive Development, for allowing me to learn from him and for sharing his vast knowledge of research with me.

Molahlehi Tshepo Tlali former student counsellor of the Vista University, Welkom Campus, for assisting me in developing the programmes implemented by this research.

The late Ntombizonke Mtolo-Mokgatle, former student counselor at the Vista University, Welkom Campus, for sharing with me the experiences in placing new students. May her soul rest in peace.

The principals of the secondary schools who granted me permission to conduct the research in the schools they manage.

All the educators at these schools who enthusiastically took part in the study. Their inputs were invaluable.

All the learners who completed the questionnaires.

The National Research Fund for the grant which financed the study.

SUMMARY

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DEGREE	:	MASTER OF EDUCATION (Cognitive Development)
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TITLE OF STUDY	:	Innovative strategies towards effective teaching of Career guidance and counselling in secondary schools.

This study was conducted in the Welkom District of the Free State. The sample of Grade 10 learners used during the empirical research, was taken mainly from the former Department of Education and Training schools which are still predominantly African.

The problem investigated is whether career guidance and counselling can be improved in secondary school to the extent that learners will benefit from it later in their lives and to address the needs of especially the African female learners to equip them with skills to promote informed career choices. The study reveals that the educators themselves are not equipped to meet the demands of career guidance and counselling policy as formulated by the Department of Education.

In the study the qualitative research approach is complemented by participative action research (PAR). A pre- and post test was administered to establish whether learners benefited from the designed programme that was implemented during the PAR.

Findings of the research were that there exists a total lack of self and occupational knowledge as far as learners are concerned. The result is that learners choose subjects that do not ensure employment after school. Teachers are involved in the choices learners make and in most cases parents decide for their children what they should become in life and thus the learner is not equipped by the school to make informed career choices.

Both learners and parents still harbour career stereotypes where only nurturing kinds of employment is reserved for females and where the belief is that the wife should not earn more than the husband does.

This study recommends that a programme that will address the above issues be implemented in the secondary schools, that stereotypes be eradicated, and that learners receive quality guidance teaching to enable them to make wise career choices. To this end teachers will have to receive intensive training.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

During world war II, women had to take over what were traditionally male duties because men were at war (Zunker 1994: 345). This move led to women moving out of traditional female roles. The introduction of Western education in African societies fanned the desire for paid occupations by women. Occupations which women chose were limited to nursing, teaching and secretarial duties (Issacson 1985: 392). However, women who engaged in such paying jobs were regarded as less fortunate as those who had no husbands to take care of their financial needs (Walsh and Osipow 1994: 16)

The emergence of the women's liberation movements of the sixties dispelled the cultural beliefs and practices about working women. Marriage was no longer regarded as the only option for a woman's financial comfort. Women did not have to bear children in order to feel fulfilled, they no longer had to take up feminine courses at school and be satisfied with lower-grade jobs (Belkin 1991: 448). A study conducted by Astin (1984) revealed that in 1970, 46% of females entering college for the first time were planning careers in traditionally female fields. In 1982 however, only 15% were planning to follow female careers, and 28% ventured in what was regarded as male careers such as engineering, medicine and law (Astin 1984: 120). Consistent with this paradigm shift, the women's image changed accordingly. Newspapers printed articles about women in non-traditional occupations; women magazines featured columns with tips on how to succeed in business and how to combine marriage and careers. In South Africa laws which prohibited discrimination, especially along race and gender, were made; programmes which address the amelioration of the conditions of the disadvantaged on the ground of gender were encouraged (Equal opportunity Research project 1993: 4).

believes that the ability of adults to influence children in their educational and career development can not be disputed (Helwig 1998: 262).

McCollum submits that: “*Access to lucrative financially rewarding careers has eluded most African American females because they continue to lack understanding of the competitiveness of the labour Market. This lack of training, coupled with inadequate education, have resulted in restrictive vocational choice patterns for them (McCollum 1998: 41).*

Zunker (1994: 341) has identified a number of factors which he believes are barriers to women career choices. The first is the bias associated with sex-role stereotypes in the working world. Secondly is that: “A woman who gives her career development equal status with her husband’s will find acceptance of her role personally challenging, with little support from many men and women.” Thirdly, there is an element of resistance from both male and female counsellors in accepting the changing career priorities of women. These findings confirm those of Sparks (1984) who cited the following as barriers of deterrents to women venturing into the male dominated career world.

- women’s upbringing and sex-role stereotypes;
- family pressures ;
- male ridicule ;
- employer’s opposition or scepticism ;
- lack of awareness of the requirements and financial rewards of these occupations;
- low self-confidence and fear.

Since all the studies and findings cited in the preceding paragraphs were conducted in the United States of America, a country presumed to be that of the first world, one would rightly assume that the problem is more glaring in South Africa, a third world country which has just recently emerged from the abyss of racial and gender oppression. Bonga Mlambo and Paulose Zulu conducted a research, in African Schools in Kwamashu, Clemont and Umlazi in Kwazulu-Natal in 1994. The findings, as published in Slabbert *et al*; (1994: 380 – 381) reveal that girls continue to choose the so called female jobs.

Badsha (1994) investigated tertiary institutions enrolment in South Africa and came up with the following findings (Badsha 1994: 158 – 159):

- At the Vista University 67% of the students were female – N.B. Vista University caters predominantly for the Africans, especially in humanities and teacher upgrading.
- At MEDUNSA – a medical university for Africans – only 37% were females.
- The largest group of African females (37 463) who enrolled at UNISA – a distance Education Institution- 95 % of which were in social sciences.
- Of all students enrolled for Home Economics at South African Universities, 99% were women.
- Only 7% of enrolments in Agriculture, Architecture, Engineering and 0% in industrial arts account for women.
- 31% in commerce, computer science, mathematical sciences and 37% in law represented women. This study further reveals that at tertiary level gender differences are added to racial ones, especially to Africans.

Cooper (1993:7) discovered a similar trend in South African Technikons. He shows that at technikons gender differences are more acute than at universities. One does not have to speculate very deeply for the reason: Technikons specialize in technical courses which are supposedly male. The ratio in 1993 was 71% male to 29% female. As recent as this in the engineering studies only 6% of the Africans were female, while 85% of the entire population in the secretarial courses was female. The status quo remains even in the technical colleges. In 1998 only 5% female Africans were enrolled for industrial subjects; 0% in Engineering and 86% in Business studies (Cooper 1993: 8).

Career development for females, especially African females, appears to be an international problem of long standing. These findings are an indication that there is a crucial need for redirected teaching. According to Hansen et al; (1982: 433) females need strong assistance in dealing with these mentioned career

barriers which are deeply etched in societies. It is believed that this task can best be executed by the school through its curriculum and structures in the context of the individuals total life and in relation to his/her subculture, and not through a mechanical process of matching people and jobs as was proposed by earlier theorists (Bramer and Shotrom 1992: 390). Hoyt and Hughey (1997: 98) purport that today's career counsellors are challenged to:

- become aware of the kinds of occupational and educational challenges that are being created by the emerging technological innovations and discoveries and the changing societies.
- help parents look-objectively at possible alternatives to the college/university education available for choice.

Educamus (January 1990) observes that if there is no radical change inside South African schools towards career guidance, about 25% of school leavers in 10 years time will be unemployable. This study intends to bring about new methods in the teaching of career guidance that will hopefully address the above cited concerns.

1.3 STATEMENT OF THE PROBLEM

The above exposé serves to indicate that African South African females have a serious problem in planning and developing their careers. Young people of South Africa need to be made aware of the current changes and future expectations or predictions in the labour Market – the YOU Magazine (YOU 30 December 1999 : 9 - 11; YOU 6 January 2000 : 16-17) give us a glimpse into the future. The questions one ponders are:

- How much worthwhile career guidance and counselling do African learners especially females, receive at secondary schools?
- Are learners aware of the innovations in the corporate world?

- Are teachers cognizant of the economic implications career choices have on the country as a whole?

– Can a feedback system for both teachers and learners be developed so that efficiency can be attained?

1.4 AIMS OF THE STUDY

– The primary aims of the study are to:

- Undertake a situation analysis to establish what assistance learners receive in schools towards their career paths.
- Devise a strategy - together with other stake holders – that will improve on the existing teaching approach. A strategy that is Outcomes Based Education (OBE) oriented.

1.5 METHODOLOGY

A qualitative research approach was adopted for this study because it signifies that emphasis is placed on processes and meanings, not accurately scrutinizing or measuring in terms of quantity, amount, magnitude or frequency. The socially assembled nature of reality is stressed, answers are sought about questions and subsequently given meaning (Denzin and Lincoln 1994:4).

Qualitative researchers also concentrate on natural settings, they are interested to discover new insights. Nothing is taken for granted, and they want those who are studied to speak for themselves (Sherman & Webb 1988:5).

The research instrument employed during the pre- and post tests that were conducted were questionnaires. The questionnaire is the most broadly used instrument to gather information. It is utilized to resolve opinions, attitudes, preferences and perceptions. Questionnaires were regarded appropriate because complex responses were not required.

Participatory Action Research (PAR) was implemented when the designed model for career guidance and counselling was implemented. The PAR was done with

the special purpose to establish whether learners can be taught to make more informed career choices.

PAR always implies some kind of improvement, development or change (Wickham 2000:3). PAR is a powerful strategy for professional development in education. During the implementation of PAR the researcher as well as the educators who took part in the research, observed the behaviour of the learners according to the program implemented.

1.6 DEFINITION OF TERMS

The terms that shall be defined and clarified at this juncture are operational.

1.6.1 Counselling and Guidance

The concept counselling and guidance are often incorrectly used interchangeably. It would be worthwhile to state from the outset that the two concepts are distinctly different and the difference lies in their respective definitions.

Counselling as defined in the Concise Oxford Dictionary (1990: 260) is ... *'the process of assisting clients, especially by trained persons, on professional basis, to resolve personal, social or psychological problems and difficulties'*

It is affective, unstructured, pupil centred and confidential (Rodgers 1991: 212). It is a helping relationship, on one-to-one basis, that focuses on the growth of an individual, his/her adjustment, problem-solving and decision-making need (Gibson & Mitchell 1986: 27). It is largely concerned with helping individuals plan for a productive role in their social environments. It is often characterized by terms such as supportive, situational, conscious awareness, educative and problem solving (Hansen *et al*; 1982: 12). It is caring, non-threatening and non-judgmental (Stead 1987: 28).

Guidance, on the other hand, is an attempt to personalise and individualize education. It is cognitive, structured, didactic and teacher-centred (Rodger 1991: 13). The Encyclopedia Britannica (1991 vol 3: 676) views guidance as a pervasive activity in which many people and organizations such as schools,

churches, political agencies take part by supplying the individuals with information that enables them to increase their scope of exploration. It often has connotations of programmes of occupational orientation that may not necessarily involve a person-to-person relationship between counsellor and counsellee (Crites 1981: 4) (See table 1).

TABLE 1 : DIFFERENCE BETWEEN COUNSELLING AND GUIDANCE

COUNSELLING	GUIDANCE
Affective	Cognitive
Unstructured	Structured
Personal	General
Confidential	Non-Confidential
Therapeutic	Informative
Learner-centred	Teacher centred
A process	Incidental
Non-threatening	
Non-judgmental	
Caring / empathetic	

1.6.2 Career Counselling and Vocational Counselling

Historical origins have mainly to account for the confusion that exists between the two concepts, (Brammer & Shortom 1982: 389). In order to clear this misconception a closer look of the terms 'career and vocation' is required.

A career, according to Walsh & Osipow (1993: 7) is...

" a sequence of positions occupied by a person throughout his or her pre-occupational, occupational and post-occupational life. It includes work-related roles such as those of student, employee and pensioner or an annuitant"

A vocation is defined as an occupation to which one is committed – An occupation being a group of similar jobs found in various organizations (Walsh & Osipow 1983: 7).

1. The term 'career' has displaced 'vocation' to designate and encompass the developmental nature of decision-making as a life long process. It is more inclusive than vocation. Vocational counselling, according to Belkin (1988: 501) comprises only information giving and directive job counselling. It has as its basis "persons talents and tasks" approach to guidance, which simply means finding the individual's talents through tests and matching them with appropriate occupations. The Trait and factor theory, Hansen *et al*; (1994: 343) refer to it as "test them and tell them" theory. It is focused on providing appropriate training and information which would enable the individual to learn about the job market and develop the skills necessary for the aspired jobs (Belkin 1998: 502). This notion of vocational counselling has however undergone substantial change to de-emphasize this trait and factor theory to emphasize the person-environment fit (Hansen *et al*; 1994: 345). It is for this reason that the term career counselling which is a much broader term, has replaced vocational counselling.

Career counselling is a process of confirming a task that involves a counselling relationship between the counsellor and the client. It often embraces personal counselling, but extends to explore and explicate the clients' role in life. It involves active participation – by the client – in the decision-making process, not the give and take information input. It does not consist of simply giving tests and reporting their results, or mere utilization of computer-based data (Crites 1991: 11). It is an extremely comprehensive field (Hansen *et al*; 1994: 343).

African ~

The concise Oxford Dictionary (1990: 21) defines African as " a native of Africa, especially a dark-skinned person; or a person of African descent". For the purposes of this study, the first definition is preferred. The intention is to draw a distinction between other races that exist in South Africa. It should not be construed to mean or imply anything else out of this context.

The South African Concept of a secondary school

The South African concept of a secondary school implies school years after primary and before tertiary education. It is divided into the junior phase (grades 8,9 & 10) and the senior phase (grades 11 & 12) (Vos & Brits 1989: 93). There is a move towards changing the structure into the junior phase being grades 7, 8 and 9 and the senior being 10, 11 and 12. This has not been made official yet.

1.7 SCOPE AND DELIMITATION OF THE STUDY

This study is undertaken within the scope of cognitive education, conducted within the geographical area of the Welkom Municipal area, in the Thabong Township in two secondary schools' Grade 10 female and male learners were regarded as the population of the study.

Cognitive Education is most often associated with cognitive development theories and also means development of intellectual abilities such as understanding, memorizing, thinking and learning. The broader term Cognitive Education is seen as teaching and learning activities which enhance, develop and build cognitive abilities of learners (Van der Westhuizen 1999:17).

1.8 OUTLINE OF THE STUDY

CHAPTER 1

Stating the problem, significance of the study and the purpose thereof.

CHAPTER 2

Review of the literature on studies previously conducted on similar topics in South Africa and elsewhere – that is the historical background and the theoretical foundations.

CHAPTER 3

Research methodology, methods and designs; selection of subjects; data collection; processing and analysis.

CHAPTER 4

Analysis of the findings as they are presented in the previous chapter.

CHAPTER 5

Summary and recommendations

CHAPTER 2

HISTORICAL BACKGROUND AND THEORETICAL FOUNDATIONS OF SECONDARY SCHOOL COUNSELLING: LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 2 sets out to outline the origins of school career guidance and counselling abroad and in South Africa. Theories that form the basis of career guidance and counselling will be investigated and the existing career counselling and guidance programmes currently implemented in South Africa shall be examined. The need to look into the historical foundations arises from the fact that they form the basis for conjecture, depth and validity of logical, intelligent scientific forecasts (Chuenyane 1991:17). Ignorance of the past, posits Chuenyane, poses a dreadful mistake of not learning through experience and hence the possibility of repeating past errors.

2.2 HISTORICAL BACKGROUND

Counselling and guidance have been part of human development since time immemorial. For the young to acquire skills and wisdom, elders had to guide and counsel them. The cultural practices that determined careers and work had to be transmitted to the young. Individuals always aspired to develop their potential optimally and an individual was respected and honoured when he applied his skills exceptionally well (Belkin 1975:3). Grecians like Plato are reputed for their early contribution in emphasizing the optimal development of the individual (Gibson & Higgins 1966:4).

During the middle ages a serious attempt was made to put counselling under the control of the church. The parish priest was charged with the duty to place the youth in appropriate vocational slots (Gibson & Higgins 1966:5). In the 17th century Tomaco Garzonc published a book on how to assist the young in choosing occupations. Picture books that contained information on professions and their accessibility were also published (Zytowski 1972:449). René Descartes developed an interest in the study of stimuli and response, and Jean Jacques Rosseau and Johan Pestalozi emerged in the 18th century with the suggestion that society can be changed if individuals are assisted to develop and reform (Gibson & Higgins 1966:4).

During the 19th century the United States of America designed a liberal education plan that would prepare its male youths to be of service to the nation (Chuenyane 1991:18). Industrialisation during the 20th century called for development of career guidance and counselling programmes. Parson and others like Jessi B. Davis and Anna Reed started developing such programmes (Gibson & Mitchell 1986:5).

During World War II Alfred Binet, Lewis Terman and Arthur Otis started studying individuals through tests and eventually Robert Yerkes developed the Alpha Army Test to be used in vocational guidance and personnel selection. This test was later adapted to test individual aptitudes (Walsh & Osipow 1983:17; Rockwell & Rothney 1961:8). The Minnesota Mechanical Abilities Project developed the 'battery concept' which demonstrated that tests can be used for predicting suitability for a variety of occupations. This resulted in the design of the General Aptitude Test Battery.

In the 1920s the Guidance Movement was established, it advocated that guidance should be introduced at school level (Gibson & Mitchell 1986:9). Educational associations investigated the matter and properly defined and described guidance and guidance services to be implemented in schools. The Child Movement set directions for Guidance at elementary schools in the 1930s (Walsh & Osipow 1983:10).

Carl Rogers started advocating client centred counselling and he strongly discouraged the use of tests as the sole means of assessment of occupational potential. He emphasized the use of personal interviews and interaction between client and counsellor (Aubrey 1977:282). The School Guidance and Counselling movement developed a policy document for school counsellors in 1964 (Gibson & Mitchell 1986:13).

2.3 Career Guidance and counselling in South Africa

School Guidance was instituted in South Africa in 1930 by the Institute of Career Guidance, for White pupils only. Guidance as a non-examinable subject was included in the curriculum for Black secondary schools in 1981 and in 1982 in Black primary schools (Chuenyane 1991:27).

The first psychological service established by the Department of Bantu Education was in 1960. The main function of this service was testing aptitudes and interests of

learners in grades 7,10 and 12. The number of inspectors that received a crash course in training were too few (19). The number was increased to 30 inspectors by 1975 (Chuenyane 1991:27). These people could only maintain a superficial testing service (Davey 1980). Non-Governmental organisations such as Career Information Centre, the Education Centre and the Soweto Centre emerged in the late 1970s and early 1980s to provide vocational information for schools. In 1994 the Free State Province Education Department issued a policy on Career Orientation, in which the use of psychometric tests were greatly emphasized (Free State Department of Education (FSDE) Subject Policy: Career Orientation 1994).

2.4 THEORETICAL FOUNDATIONS OF CAREER GUIDANCE AND COUNSELLING

A theory is : "...a systematic construct that is designed to bring generalisable facts or laws into systematic connection" (Ornstein & Hunkins 1988:174). Ary *et al* (1990:15) defines a theory as a tentative explanation of phenomena from which predictions and control of social phenomena can emanate.

2.4.1 Career choice and career development theories

There are four classes or groups of career guidance theories which are: process, developmental, personality and choice theories (Gibson & Mitchell 1996:286 - 294). Osipow (1985:9 - 11) came up with five approaches for classification, namely, the trait Factor Theory, Sociological and Career Choice, Developmental or Self-concept theory, Personality theory and the Behavioural theory.

Isaacson (1988:49) points out that there usually is some overlapping in parallelism which confounds categories, blurs the boundaries and causes arbitration, but he also identifies five groups: The adventitious, situational and psychoanalytic theory, trait and factor theory, personality theory and behavioural theories. The following is an explanation of the above mentioned explanations:

- ◆ Development theories view career development as one aspect of an individual's total development. Examples of these theories are Super (1957), Ginsbury and associates (1951), Havinghurst &Triedman (1977).
- ◆ Personality theories view vocational preference as expressions of personality. Examples are Holland's theory and Roe's theory.

- Behavioural/choice/social systems are identical and posit that the social environment contributes significantly to career choice. Examples are the Krumboltz social learning theory and Bandura's chance theory.
- The trait factor theory assumes that straight forward matching of an individual's abilities and interests with vocations can be accomplished through tests.

For purposes of this study one theory from each category will be discussed briefly.

2.4.1.1 **Holland's personality theory**

Holland's theory of career development is an elaboration of the hypothesis that career choice and career adjustment represent an extension of one's personality. Holland posits that people express themselves, their values, their interests and their views through their career choices (Sharf 1992:45). These expressions and generalisations are usually accurate and are referred to as occupational stereotypes that have psychological and sociological relevance for the individual (Isaacson 1985:81). Holland identified six occupational environments and types of persons that identify with the given environments as well as six occupational titles and preferred lifestyles (see table 2.1).

Each environment and personality type represents major life styles and patterns of relationships between the individual and his environment. Individuals adjust to these environments to develop skills according to these settings. The environment to which the individual responds in the most typical manner, is called the model personal orientation. If a model orientation is dominant over others, the individual will seek the work environment which most relates to that orientation (Osipow 1983:85 also see table 2.2).

Each environment and personality type represents major life styles and patterns of relationships between the individual and his environment. Individuals adjust to these environments to develop skills according to these settings. The environment to which the individual responds in the most typical manner, is called the model personal orientation. If a model orientation is dominant over others, the individual will seek the work environment which most relates to that orientation (Osipow 1983:85 also see table 2.2).

TABLE 2.1: SIX OCCUPATIONAL ENVIRONMENT

1 REALISTIC ENVIRONMENT (R)	2 THE INVESTIGATIVE ENVIRONMENT (I)	3 THE ARTISTIC ENVIRONMENT (A)	4 THE SOCIAL ENVIRONMENT (S)	5 THE ENTERPRISING ENVIRONMENT (E)	6 THE CONVENTIONAL ENVIRONMENT (C)
<p>Makes Physical demands on a person</p> <ul style="list-style-type: none"> Require physical agility/strength e.g. to paint outdoors, roofing, plowing, pipe fitting, etc. Must be able to work with things rather than to interact with people These environments may be dangerous and may cause more physical illness/accidents than other environments Examples of these environments are construction sites, factories, farms, auto garages etc. Environment requires technical competencies in order to e.g. fix machines, repair electronic problems, drive cars/trucks, herd animals, etc. 	<ul style="list-style-type: none"> Environment demands the finding of answers to problems through mathematical and scientific interest and competencies Abstract, complex, thoughts are required to solve problems creatively Cautious and critical thinking is important Logical and methodical thinking in a precise way to solve problems in this field is also required The environment does not require human relations skills to solve problems, or the using of machines Examples of occupations in these environments are a computer programmer, physician, mathematician, biologist, science teacher, veterinarian, a research and development manager, etc. 	<ul style="list-style-type: none"> This environment is free and open and encourages creativity, personal expression and freedom to develop products and answers Personal and emotional expressions are encouraged rather than logical expressions Tools are only used to express oneself rather than used to complete a task These environments allows people to express as they like, structure their own life Examples of occupations in this environment are musicians, artists, freelance writers, etc. 	<ul style="list-style-type: none"> This environment encourages skills of human relationships, e.g. to be flexible and understanding to humans, to assist with personal problems, career problems, to teach others, to affect others spiritually, to be socially responsible, etc. In this environment human values are emphasized, e.g. to be idealistic, kind, friendly, generous, etc. Examples of these environments are education, social service, mental health professions, etc. Examples of occupations in these environments are teachers, marriage counsellor, counselling psychologists, speech therapist, school superintendent, psychiatrist, etc. 	<ul style="list-style-type: none"> Characteristics of these environments are organization and planning Competencies needed to work in this environment are clerical skills, ability to organise dependability, and ability to follow directions Material needed in these environments are office materials to keep records, file papers, copy materials and organize reports; mathematical materials e.g. bookkeeping and accounting records; also word processing calculating and copy machines Examples of occupation are bookkeepers, secretaries, typists, etc. 	

TABLE 2.2: SIX OCCUPATIONAL TITLES AND PREFERRED LIFESTYLES

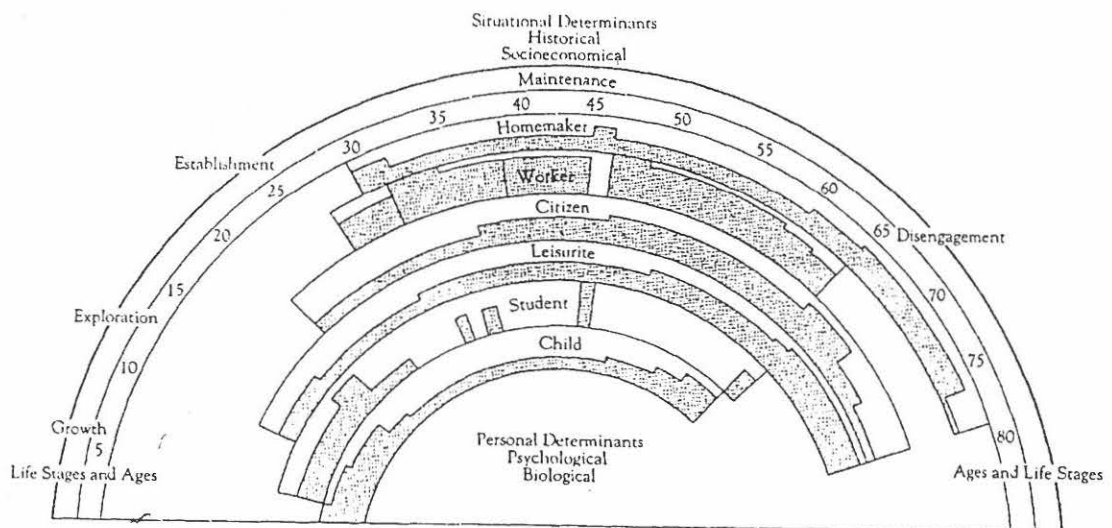
THE REALISTIC PERSONALITY TYPE (Motoric)	THE INVESTIGATIVE PERSONALITY TYPE (Intellectual)	THE ARTISTIC PERSONALITY TYPE (Aesthetic)	THE SOCIAL PERSONALITY TYPE (Supportive)	THE ENTERPRISING PERSONALITY TYPE (Persuasive)	THE CONVENTIONAL PERSONALITY TYPE (Conforming)
<p>Characteristics:</p> <ul style="list-style-type: none"> - Conforming - Frank - Honest - Humble - Materialistic - Natural - Persistent - Practical - Modest - Shy - Stable - Thrifty <p>(Brown & Brooks, 1991:119)</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> - Analytical - Cautious - Critical - Curious - Independent - Intellectual - Introverted - Method - Modest - Precise - Rational - Reserved <p>(Brown & Brooks, 1991:119)</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> - Complicated - Disorderly - Emotional - Expressive - Idealistic - Imaginative - Impractical - Impulsive - Independent - Intuitive - Nonconforming - Original <p>(Brown & Brooks, 1991:119)</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> - Convincing - Cooperative - Friendly - Generous - Helpful - Idealistic - Insightful - Kind - Responsible - Sociable - Tactful - Understanding <p>(Brown & Brooks, 1991:119)</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> - Adventurous - Ambitious - Attention - getting - Domineering - Energetic - Impulsive - Optimistic - Pleasure seeking - Popular - Self confident - Sociable - Talkative <p>(Brown & Brooks, 1991:119)</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> - Conforming - Conscientious - Careful - Conservative - Inhibited - Obedient - Orderly - Persistent - Practical - Self controlled (calm) - Unimaginative - Efficient <p>(Brown & Brooks, 1991:119)</p>
<p>Also characterized by:</p> <ul style="list-style-type: none"> - aggressive behaviour - activities require motor co-ordination, skill and physical strength - masculinity - prefer doting out problems - avoid tasks involving inter-personal and verbal skills - concrete rather than abstract problems - high on concreteness, physical strength, masc. - score low on social skill and sensitivity <p>(Osipow 1983:83)</p>	<p>Also characterized by:</p> <ul style="list-style-type: none"> - thinking rather than acting/organizing and understanding rather than dominating or persuading - associability rather than sociability - prefer to avoid close interpersonal contact (but not antisocial) <p>(Osipow 1983:83)</p>	<p>Also characterized by:</p> <ul style="list-style-type: none"> - strong self-expression and relations with other people in an indirect way of artistic expression - dislike structure - prefer tasks emphasizing physical skills or interpersonal interactions - are intraceptic and asocial - more feminine than masculine - have little self-control - express themselves emotionally <p>(Osipow 1983:83)</p>	<p>Also characterized by:</p> <ul style="list-style-type: none"> - satisfying their needs for attention by teaching or therapeutic situation - seek close inter-personal relations - skilled in inter-personal relations - avoid situations requiring intellectual problem solving or extensive physical skills <p>(Osipow 1983:83)</p>	<p>Also characterized by:</p> <ul style="list-style-type: none"> - verbally skilled to use for manipulating and dominating people - concerned about power and status for themselves <p>(Osipow 1983:83)</p>	<p>Also characterized by:</p> <ul style="list-style-type: none"> - great concern for rules and regulations - great self-control - subordination of personal needs - strong identification with power and status to honour other for it - seek interpersonal and work situations with structure <p>(Osipow 1983:83)</p>

There is no typical environment which is not overlapping and is purely one of Holland's types, it is also very rare for an individual to fit into only one of Holland's psychological typologies. People are stimulated by a variety of situations such as peers, school, parents which familiarise them with a number of environments, therefore Holland's occupational codes are not applicable in all cases.

2.4.1.2 Super's Developmental/self concept theory

Super emphasizes the interplay of biological, psychological and socio - economical determinants in career development. He designed his famous Life Career Rainbow (Fig 2.1) as a graphic presentation of a life span, life space model.

Figure 2.1 THE LIFE CAREER RAINBOW: NINE LIFE ROLES IN SCHEMATIC LIFE SPACE

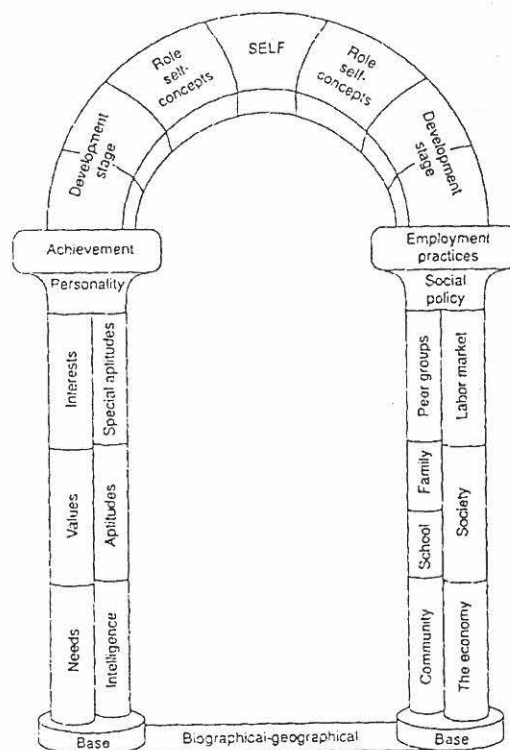


The fluctuating importance of each role is shown by schematic changes in the width of the shading of the corresponding arc or band. Thus the band representing the child role continues when the band representing the student role appears in the life-career diagram, but is narrower than in the pre-school years. During the school years the three roles of child, student and leisure take in the whole of the then utilized life space. As the individual matures, all of this life space is filled. When the individual starts to work, this new role reduces the amount of life space available to one or more of the other roles, generally that of student.

If after working full time for a few years, the young adult begins to work overtime (whether at the work place or at home) the band representing the worker role would expand again, normally at the expense of the leisure role. The work role suffers in this case (diagram 2.1) when the individual takes on domestic responsibilities with the roles of spouse, homemaker and parent. It is only as one or more of these becomes less time consuming, as when children leave home, that the remaining roles can take up more time again.

The model unfortunately was found too sophisticated to be used as planned and in 1980 Super developed his Archway Model (Brown *et al* 1991:205).

Figure 2.2 THE ARCHWAY MODEL

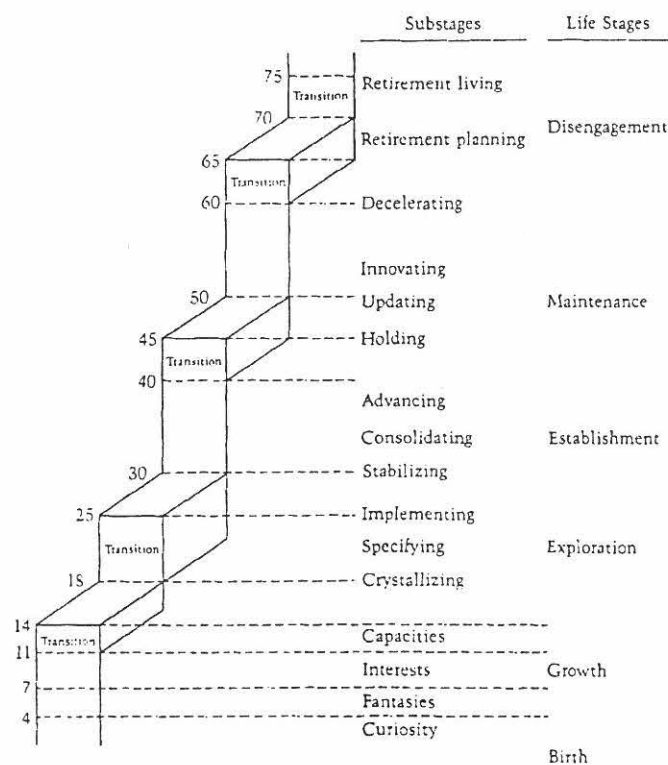


The base of the arch forms the biographical components of human development. The pillar on the left represents the physiological traits and the one on the right the society and social institutions on which the individual moves as (s)/he strives to realise educational, familial, occupational, civic or leisure careers (Brown *et al* 1991:205).

The Arch itself, represents careers. At each end of the Arch stands the development stages as childhood, adolescence, young adulthood and maturity. Chronological age and social expectations confronts the individual with developmental tasks as he progresses through these life stages. The individual holds various positions at different development stages. The positions or roles influence or are determined by self concept development (Herr & Cramer 1988:139). At each of these life roles the individual develops concepts of his self. The foundation of the Arch depicts the individual who has to deal with personal and social forces. These forces are weighed to give rise to a career decision (Herr & Cramer 1988:139).

The five major life stages identified by Super are: growth, exploration, establishment, maintenance and decline. These stages form a mini-cycle of development which occurs within a maxi-cycle lifespan itself as illustrated in figure 2.3

Figure 2.3 : SUPER'S LIFE STAGES



2.4.1.3 Behavioural theory

An individual's career choice is affected to a large extent by the social structures (s)/he interacts with during life. These could be the school, the family, family size and the community (Gibson and Mitchell 1981; Gothard 1985). Stump *et al* (1967) suggest that an individual validates his/her vocational self within the cultural context. Gothard (1988) cites eight factors that influence career choice: level of intelligence; educational experience; disabilities; socio-economic class/status; ethnicity; gender; exposure to vocational guidance and availability of employment.

2.4.2 Implications theories have for counselling

Career counsellors are very partial for Holland's typology because of its ability to integrate practical occupational information into the counselling process (Isaacson 1988:85). The six occupational environments and personality types serve as a frame of reference to conceptualize all occupations, to supply practical information to the client and to enable the counsellor to grasp occupational information (Sharf 1992:48). By using Holland's typology, career counsellors are empowered to assist clients to find the occupation that best suits their personalities. This theory is applied in grade eleven in the Free State to date (DOEFS 1998 - 110).

Super's developmental theory has practical educational applications. The concept of life career assists students and adults to see the interactive nature of the variety of roles constituting a career (Herr & Cramer 1985:296). During the exploration stage the individual needs career counselling and guidance to assist him/her in the crucial aspects of personality and the understanding of the self. This calls upon the school counsellor to be mindful of the fact that during this stage the individual needs nurturing in order to develop his/her sense of internal control, time perspective, self-esteem, and an awareness of the world of work, careers and occupations. Knowledge of the interrelatedness of life roles and the environment, is a useful tool in the hands of the counsellor. Super's developmental theory, although segmented seems to be well ordered with a systematic presentation of career maturation. It has received the most aplomb and is most comprehensive in longitudinal career pattern study (Herr & Cramer 1988:135). The KODUS interest questionnaire was developed from Super's and Holland's theories.

2.5 CONCLUSION

External factors such as family, culture, environment are viewed as influential to career choice. The main counselling implications, according to Watson (1984) are to be aware that these external factors are interrelated to psychological factors. The school counsellor will also have to be aware of the fact that it involves changing the behaviour patterns of the client.

South African career guidance at secondary level implements the above mentioned theories as a base for counselling, because there are no South African theories developed.

Chapter three is dedicated to establishing whether the present system of secondary school counselling and guidance is as effective as it should be.

CHAPTER 3

PROCEDURES AND DATA COLLECTION

3.1 INTRODUCTION

Chapter three consists of an overview of the guidance and counselling situation in South African secondary schools. The main focus of the chapter is on the former Department of Education and Training (DET) schools. Learners in these schools are African. The period focused on is the post-Apartheid era, 1994 - 2000.

3.2 IDEAL CAREER GUIDANCE

In 1995 the first ever non-discriminative Guidance Syllabus was developed for South African Schools. According to the Interim Core Syllabus for Guidance (National Department of Education (NDE), learners were supposed to be prepared under the following topics:

- ◆ preparation for the work place;
- ◆ relations in the work place; and
- ◆ career decision making skills.

According to the syllabus teachers were to determine for themselves the level or grade the above topics had to be dealt with. There was no set program prescribed. The problem that arose was whether teachers are skilled enough in matters of career guidance to be able to perform the task effectively and competently. South African black teachers had very little, if any training in career guidance. The NDE was aware of this, but did not provide for in-service training for guidance teachers or Heads of Department (HODs) in order to equip them to determine at which level each topic had to be dealt with.

Jacobs *et al*; (1991:40 - 44) points out that the guidance teacher can only provide proper and effective guidance service if he/she:

- ◆ knows what is expected of him/her;
- ◆ has specific personality traits such as initiative, perseverance, analytical abilities, empathy, self-management;

- ◆ is professionally trained;
- ◆ possesses a wide knowledge of available careers;
- ◆ has relevant educational management training;
- ◆ is efficient in carrying out duties;
- ◆ is aware of innovations and advances brought about by science and technology in the economy of the country.

The NDE formulated policy document on the subject Career Orientation in 1995. This document contains clear demarcations per grade per topic. Grade 9 learners have to be interviewed and tested in order to assist them in making informed subject choices and eventually informed career choices. This is of the utmost importance because the period for general schooling in South Africa ends after grade 9. It is at this early level that the learner has to be exposed to all possible options in career choice. The learners have to take decisions which will influence their entire lives. Naicker (1994:3) explains that the state is recommending a change from academic education to vocational training through a new kind of differential curriculum. There is an existing shortage of trained artisans in South Africa and the general appeal is training for such careers after grades seven and nine (Patrick 1986:3). The suggestion is that learners transfer to technical schools for training at N1 level, or proceed to Further Education and Training (FET) programs in grade 10. This implies that learners should get proper career guidance and counselling at this point of their career development.

The aim of career guidance at school is that the learners be guided individually or in groups, to make informed occupational choices (Jacobs *et al*; 1991:51). Learners should, therefore, be equipped to recognize their potential, interests, values, natural skills, personality behavior and self esteem (Rainbow 2000:23-31).

A policy document for grades seven to nine was distributed by the NDE. The policy of *Life orientation* explains the purpose of career orientation as that learners should be empowered to:

Assess careers and other opportunities and set goals that will enable them to make the best use of their potential and talents.

This policy implies outcomes which have to be realized somewhere between the potential and skills of the individual and the economic needs of South Africa. This

document sets out the assessment criteria, the range statement and performance indicators of the Career Orientation as per outcomes. Table 3.1 contains a summary of the Career Orientation program for the senior phase of secondary education.

Table 3.1 : CAREER ORIENTATION PROGRAM SENIOR SECONDARY PHASE 199

Assessment Criteria	Range Statements	Performance indicators
◆ Demonstration of career opportunities resources	◆ A variety of sources	Learners should be able to: - identify and organize resources that support personal career plans; - assess and utilize resources that support choice of career paths;
1. Analysis of careers	1. A range of unit standards of FET	know job descriptions recognize advertisement;
2. Analyze career	2. a range of work study fields: SAQA	- summarize information contained in resources - create guidance documents on career opportunities information
3. Experience in work place evaluated	3. Field trips; comparison careers	- take part in field trips; - report back to class;
4. Career planning processes, procedures demonstrated	4. Occupational and career specific requirements	- identify occupational fields and career specific requirements;
5. Demonstrate ability of presentation of self	5. Curriculum vitae, interview, bursaries	- develop CV and letter of application;
6. Demonstrate understanding career choices by values	6. Focus of bias, prejudice and stereotypes: gender, age, ethnicity	- explain positive or negative community influences on choice;
7. Identify role models	7. Variety of careers	- satisfactory identification of variety of role models;
8. Knowledge of self	8. Personality, interests etc.	identify own skills, ability, interest etc.
9. Job seeking skills	9. Media employment, agencies, work place.	- evaluate the above; - apply for position; - identify media and employment agencies.

The last chapter of the above policy document, (DEO 1997:2) states that teachers should design their own learning programs from a given framework. Teachers are expected to be innovative, demonstrative of initiative, be analytical, task structuring, manage well, be eager to learn, logical and be able to influence others (Jacobs *et al*; 1991:43-44).

The career guidance teacher/counsellor is expected, according to Jacobs *et al*; (1991:41) to have been trained to meet the following requirements:

- ◆ scientific expertise in order to apply scientific methods and interpretation of the subject;
- ◆ subject expertise: trained in basis of meaningful career guidance content;
- ◆ curriculum expertise: should know and apply curriculum research methodology;
- ◆ pedagogical expertise: have the skills to present career guidance as a pedagogical matter;
- ◆ teaching expertise: have the skills to plan and present the lessons;
- ◆ educational expertise: realization of differentiated education;
- ◆ management expertise: have management skills;
- ◆ cultural expertise: be familiar with different population groups in South Africa and their cultural values;
- ◆ research expertise: be knowledgeable of the recent research methods;
- ◆ philosophical expertise: familiar with a variety of philosophies of life.

The career guidance teacher and counsellor, according to Chuenyane (1991:63) should be a person that has undergone training to equip him/her with specialized knowledge in human relations, adjustment techniques, vocational, emotional and social development, counselling individuals and groups, by teachers and parents. Gibson and Mitchel (1986:45), see the career guidance teacher and counsellor as a person with post-graduate qualifications in occupational and educational fields, career guidance and career development, individual and group counselling, principles and of guidance and psychology (also see: Petrick 1986:84).

This sums up the career guidance profile of which counselling is an integral part in south Africa as it should be after interpretation of policies. The content of the subject Career Guidance also do not meet with the standards as spelt out in the policy document.

3.3 CAREER GUIDANCE: SOUTH AFRICAN REALITIES

A factual narrative of the actual situation as observed in the township of Thabong in the Welkom District, is provided. Observations were recorded while the researcher was a secondary school teacher and learning facilitator of the DEO, in Thabong. Currently the researcher is in the privileged position of gaining access to guidance teacher's confidential information as a Deputy Chief Education Specialist.

Teachers have no inclination or enthusiasm to teach Guidance in secondary schools. Guidance is allocated to those teachers who need periods to make up the required quota of periods per week. Principals are not concerned about the personal traits or academic qualifications of the teachers. Teachers in turn, because they are not qualified to teach Guidance, use these periods as extra teaching periods for the subject they teach or as a free period during which they can do lesson preparation or mark scripts.

The management teams and the principals place very little importance on Guidance as a subject in spite of all the DEO directives according to which Guidance is a compulsory subject for three periods per week. This attitude is blamed on the teacher shortage which cause them to 'sacrifice' Guidance.

Eight principals from Thabong were interviewed as part of pre-evaluation of the situation. All of them displayed an attitude of compliance rather than a need to implement Guidance. In these informal interviews the principals acknowledged that although they have Guidance periods on the time table, the subject was allocated to those teachers who did not have enough to do.

Heads of Department (HODs) for Guidance, except for one school, had two or more other subjects to teach. The one exception has to see to the lesson and program planning and teaching of Guidance. Even the HODs are not qualified to teach Guidance. They do not seem to have the enthusiasm to do career guidance. One of the HODs had a psychology honors degree, another obtained Bachelor of Education, but had no guidance courses at B-level. Another offered psychology as a major for Bachelor of Arts and the rest did not have degrees and their diploma studies did not reflect any guidance subjects.

Schools in Thabong do not organize field trips to provide learners with experience and knowledge of the world of work. There are no school based career exhibitions. The Vista University occasionally arrange career information days for learners. Furthermore the Support Services department of the DEO is responsible for the organization of Career Week exhibition. During this week people from a variety of occupations and industries converge to demonstrate and exhibit what is available in the corporate world. Only the grade twelve learners for the first time in their school careers, are exposed to these exhibitions which are not of any meaning to grade twelves who are bombarded with information for three hours. Grade twelve is the final year of FET, if learners at this late stage realize that they are presenting the wrong subjects for certain careers, there is little they can do about it.

In grade nine psychometric tests are done. These have to assist the teacher in advising learners which subjects to choose. These tests are done without fail in the secondary schools, but the teachers responsible for guidance are not accredited A-test users. An official from the DEO monitors the testing. In these township schools the tests remain unmarked, unscored, uninterpreted and is a useless time wasting effort.

Teachers to whom guidance is allocated were involved in this study through a program that aims at improving the existing situation. The 1997 policy document of the DEO gives clear directions concerning learner and teacher activities in guidance. The program incorporates the contents of the policy documents in a presentable fashion. The aim is to change the teachers' attitudes towards guidance teaching in order to have the policy implemented in Thabong secondary schools.

3.4 RESEARCH METHODOLOGY AND PROCEDURES

The qualitative research method was adopted for this study. Qualitative research is regarded as the generic term for a number of approaches such as field research, ethnographic, naturalistic inquiry, case study and participatory action research (Ary *et al*; 1990:444). Qualitative research seeks to find human and social behavior in its natural setting (McMillan & Schumacher 1993:372). It is an intensely personal kind of research methodology which aids the researcher in interpreting human actions, events and customs. It holds that human behavior is always bound to a particular historical, social, temporal and cultural context. It does not attempt to quantify the findings in

numbers, figures or inferential statistics, but rather presents them in narrative form in everyday language. It further refutes generalization on the basis that human behavior is value bound (Ary *et al*; 1990:446).

Qualitative research describes and analyses people's social actions, beliefs, thoughts, ideals and perceptions through the use of questionnaires and interviews (McMillan & Schumacher 1993:372). In order to effectively carry out these procedures, the researcher has to keep certain crucial aspects pertinent to this type of research in mind. Ary *et al*; (1990:446) cite the following as most relevant:

- ◆ the setting in which research takes place should be natural in order to place no constraints on what is studied;
- ◆ concern for context because human behaviour takes its meaning from social, political, cultural and historical influences;
- ◆ the human that is used as a research instrument.

The Qualitative research method has definite advantages for research. Doodley (1984:268) mentions:

- ◆ direct observation and genuine social interaction between researchers and subject which accounts for the flexible, spontaneous and open-endedness characteristic of this type of research;
- ◆ research does not disrupt the natural setting and group to be studied;
- ◆ researcher listens, looks and flows with the social currents and thus acquires perceptions of different points of view.

The qualitative method employed during this research is that of participatory action research.

3.4.1 Participatory action research (PAR)

Action research is self-reflective research. It is undertaken to improve social settings and the rationality and justice of those who participate in it (Carr & Kemmis 1986:162). It is aimed at clarifying a problem; specifying the plan of action and evaluating the effectiveness of the action plan (McKernan 1996:10). It comprises collection of information gathered systematically in order to bring about social change. It is a form of

research which leads to the development and improvement of professional practice (McNiff *et al*; 1996:8).

Action research, according to Elliot (1991:69) ,is a *study of social situations with a view to improving the quality of action within it*. It is the way participants organize their own experiences in order to learn from them (Hopkins 1993:45). Participants have to plan, act, observe, reflect and re-plan in ongoing circular spirals. It is also seen as a form of critical research which involves participants to provide themselves with resources and skills so that they can reflect on their practices (Kincheloe 1991:18).

The aim of present study (see 1. 3) is to improve teaching practices and change teachers' attitudes towards career guidance and counselling. Action research is directed specifically at achieving the two outcomes, change and improvement. A comparison between ten characteristics of action research mentioned by McKernan (1996:31) and McNiff (1996:16-27), explains why participatory action research is regarded most appropriate for present study:

Table 3.2 **ACTION RESEARCH: COMPARISON OF CHARACTERISTICS**

McKernan (1996:31)	McNiff (1996:16-27)
<ul style="list-style-type: none"> - examines problematic issues; - assumes all problems can be solved; - situation defined after research is completed; - case study methodology; - deepens researcher's understanding; - reported according perceptions and beliefs of participants; - validated by unconstrained dialogue; - uses ordinary, generally understood language; - demands free flow of information among all participants 	<ul style="list-style-type: none"> - asks specific kinds of questions; - commitment to educational improvement; - "I" becomes center of research; - calls for intentional, committed, informed action; - requires systematic monitoring; - provides authentic descriptions of actions; - uses narrative, self-reflection and dialogue to explain action; - makes information public; - explain action after describing it.

3.5 PROCEDURES

The procedural guidelines as suggested by McNiff *et al*; (1996:49) and McNiff (1996:220) were adopted for this study.

3.5.1 Preparation for research

The preparation for the research essentially includes the researcher's introduction to the principals of the schools selected for the research. Meeting the other participants like HODs, guidance teachers and student counsellors of the Vista University, Welkom Campus, was also part of the preliminary activities.

The school principals were consulted in order to:

- ◆ explain the purpose of the study;
- ◆ gain permission for the use of their schools and their teachers;
- ◆ solicit their support for the project;
- ◆ make alterations if necessary, on the time table.

The VISTA student counsellors were consulted for the purpose of:

- ◆ gaining information on the type of problems they encounter with students concerning career pursuits;
- ◆ enlisting their professional assistance in the planning of the program the researcher intends to implement;
- ◆ to enlist their participation in the study program.

This preparation was completed during October 1999.

3.5.2 Plan of action

This step was initiated by bringing together all participants to explain the purpose of the study, to explain the part to be played by participants and to gain their collective inputs. The following were done:

During the first meeting, the questionnaire intended as a pre-test for the learners was discussed and altered as suggested by the other action researchers. This exercise was intended to identify those aspects of Career Orientation which needed special focus and improvement.

The administering of the questionnaires was discussed and agreed upon. Participants administered it on 2 February 2000 after which responses were analyzed by the researcher who called a workshop for participants.

The first workshop took place on 10 February 2000. The major purpose of this workshop was clarification of roles. The role of researcher was established to be:

- ◆ facilitator of the project and convenor of meetings;
- ◆ deputy Chief Education Specialist in the Special Needs Directorate with the designation of psychological services co-ordinator to identify and address barriers to learning;
- ◆ chief researcher who would do analysis and reporting.

The co-researchers were three guidance/life orientation heads of department, two teachers who would be implementors of the suggested program, and two student counsellors who would act in an advisory capacity.

The following decisions were taken at the workshop:

- ◆ the results of the pre-test would be used to determine areas that needed improvement;
- ◆ each cycle would consist of six periods;
- ◆ diaries would be kept by HODs as well as the teachers and learners;
- ◆ all observations and anecdotes would be written down;
- ◆ regular feedback obtained from learners would be recorded in a journal;
- ◆ the type of career models to be invited to the lessons;
- ◆ field trips would be organized for hands-on exposure to jobs;
- ◆ the first teaching cycle would start on 10 April 2000 and would end on 20 April 2000;
- ◆ all grade 10 learners at the two schools would be included, male and female;
- ◆ if career orientation is presented meaningfully, girls would not need special attention;
- ◆ meeting for discussion of the action would be on 22 April 2000;
- ◆ the discussions of diaries, journals, observations etc. could take more than one afternoon;

- the second cycle shall commence immediately after analysis of data with a revised action plan.

3.6 DATA COLLECTED AT MEETINGS

The meeting at the end of the first cycle was held on the 25 April 2000. The three co-researchers were present. Their inputs were as follows:-

- The module has made their work easier. They had less lesson preparation to do because the module is self-explanatory and in the form of a worksheet.
- The group work, as suggested, conforms with OBE methods of facilitation and the learners enjoyed it.
- The language used should be simplified for grade nine learners' level of language proficiency.
- There are no funds set aside from the development fund for educational tours. This poses a financial hurdle.
- Learners find it difficult to evoke their natural talents, interests, personalities and abilities. This was established in a form of an assessment assignment given to them. Learners were required to write a testimonial for themselves, stating their likes, dislikes, weaknesses, strengths and what jobs they could do best. Most of them, according to their teachers, found it very difficult task to perform.

The following recommendations were adopted by all participants:

- parents, learners and the community should be involved in raising funds for educational tours.
- Unit 2 - interests - had to be modified by removing interest categories. They felt it was not necessary to categorise interests at this stage and that it confused the learners.
- interests inventory from Rainbow 2000, page 23 be used, instead of the one in

the module. The reason being all three were in possession of the Rainbow 2000 and the other was not easy to get hold of.

- ◆ That the group exercises at the beginning of Unit 3 - job values - (pages 12-13), were premature. They should be done at the end of the Unit when learners will have gained knowledge about job values, unless the intention was to assess their existing knowledge about job values. In which case the exercise would have to be repeated at the end.
- ◆ That pages 24-25 of Rainbow 2000 be used to conclude Unit 4 - Abilities and talents - but that the headings be deleted in order not to influence introspection of the learners.
- ◆ That the second cycle commence on the 2nd May and terminate on the 12th May. The post test should be written here.
- ◆ That learners be asked and encouraged to keep diaries for the following reasons:
 - ◆ to provide a perspective on teaching
 - ◆ to provide data on the general climate of the classroom
 - ◆ to provide information for triangulation (Hopkins 1993:123).
- ◆ That they - the facilitators - should observe one another during the lesson presentation and discuss their respective observations after the lesson.
- ◆ That they should keep in contact even after the study has been completed. The group should form the core of the now defunct guidance teachers forum.

The last meeting was held on 22 May 2000. The facilitators were all present. They all expressed the need for career guidance teachers to interact more and learn from one another. The learners' diaries' indicated the overall feeling of satisfaction of this method. Learners appreciated their teachers and that wished they could have had this in former grades.

CONCLUSION

The next chapter is dedicated to the analysis and interpretation of the data collected in this chapter.

CHAPTER 4

DATA ANALYSIS AND CONCLUSIONS

4.1 INTRODUCTION

This chapter focuses on the reporting of the data collected through meetings, observations, interviews and questionnaires, as well as the interpretation of, and comments on the facts gathered. This shall be done per each category of findings. Both the qualitative and the quantitative data analysis methods shall be used. The qualitative shall be used to narrate proceedings and the quantitative shall be used to analyse and interpret the data.

4.2 THE QUESTIONNAIRE AND THE GET-TO-KNOW YOURSELF EXERCISES

4.2.1 The Questionnaire

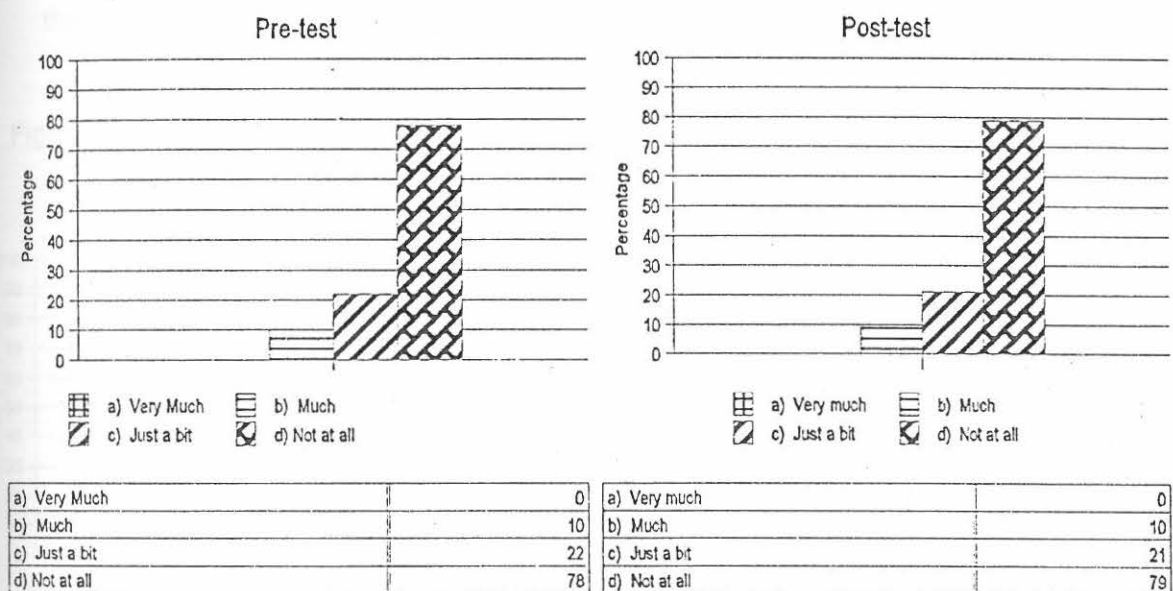
The questionnaire comprised ten questions (Appendix B). The first four pertained to the effectiveness of the guidance educator in providing the assistance to the learner and promote informed decision-making processes; the next five questions addressed stereotypical misconceptions and beliefs about careers, and the last question was used to determine how much knowledge the learners have about careers and whether or not they think that there are careers specifically suitable for either males or females. The questionnaire was administered as outlined in Chapter 3 (3.5.2). There were 180 respondents for the pre-test and 185 for the post-test. The purpose of the post-test was to evaluate the effectiveness of the program to the learner. In reporting, the frequencies were converted to percentages to the nearest unit. Bar charts and tables were used as indicated in 4.1 of this chapter.

Question 1.1

In choosing the standard 8 (grade 10) subjects my Career Teacher assisted me

This question was asked to establish the involvement of the career guidance teacher in the subject choice of learners to ensure availability of a wider variety of opportunities at school leaving.

Figure 4.1 Results of pretest compared to post test results



Comments:

In the pre-test the majority of learners (78%) indicated that they received no assistance from their guidance teachers in their Matric subject choice, the remaining 22% received assistance, 10% of which got much help in this regard. There seems to have been no significant change in the responses in the post test. This could be attributed to the fact that no/matter how much exposure these learners could have to the program it would not alter the fact that the subject choice was made the previous year with or without the teacher's assistance.

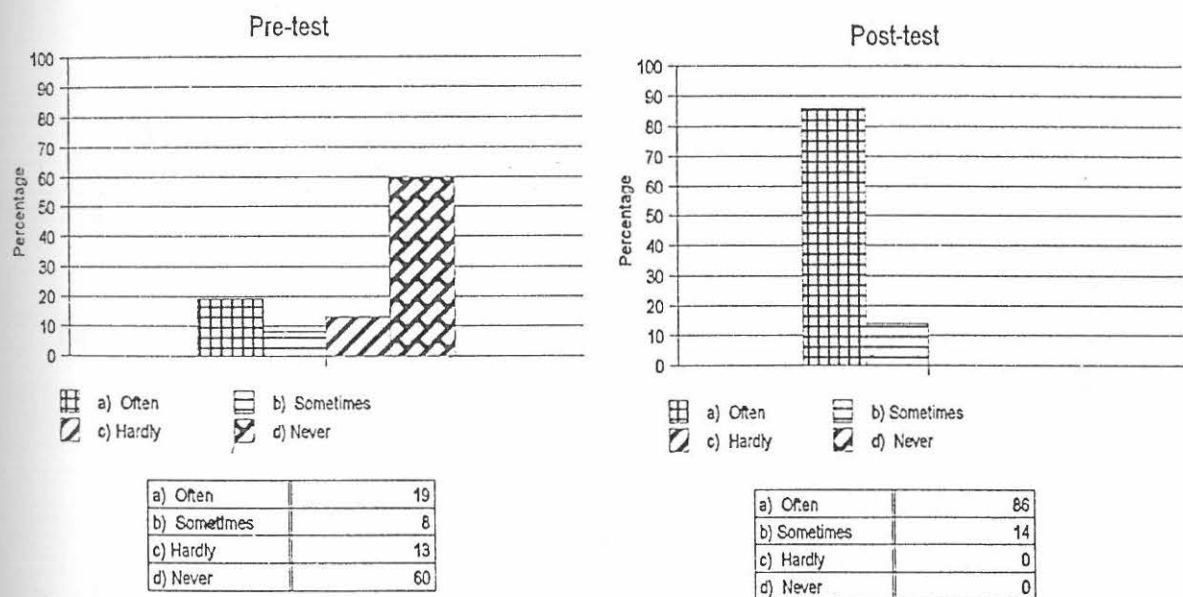
The facilitators were asked to enlighten the researcher on the criteria used in their respective schools for placing learners in the subject groups and grades. They all indicated that the method used is to check the subjects the learner has passed well in the previous grade.

Question 1.2

My career guidance teacher discussed my career interests with me.

This question was included to establish the extent to which the teacher was involved in assisting the learner towards self-knowledge.

Figure 4.2



Interpretation:

Pre-test

Most of the learners (73%) indicated that their interests were hardly or never discussed with their teacher. 19% Felt their interests often received attention and 13% had their's sometimes discussed.

Post-test

The post-test revealed that 100% of the respondents had their interests either often or sometimes discussed.

Comments.

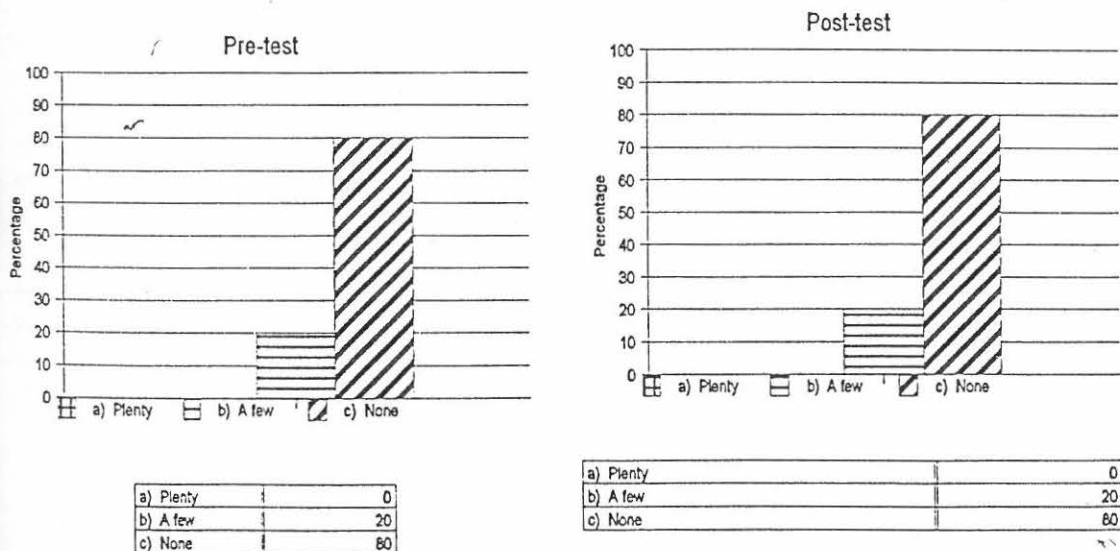
The program which was implemented was specifically designed to assist the learner towards self-discovery and self-knowledge. Before the implementation (pre-test) the learner's interests were hardly or never discussed but after the exposure to the program all of them had their interests given attention by their teacher.

Questions 1.3

Our school library has books and brochures about career opportunities in South Africa.

This question was asked to assess the teacher's keenness to search for and provide career information for the learners.

Figure 4.3



Interpretation

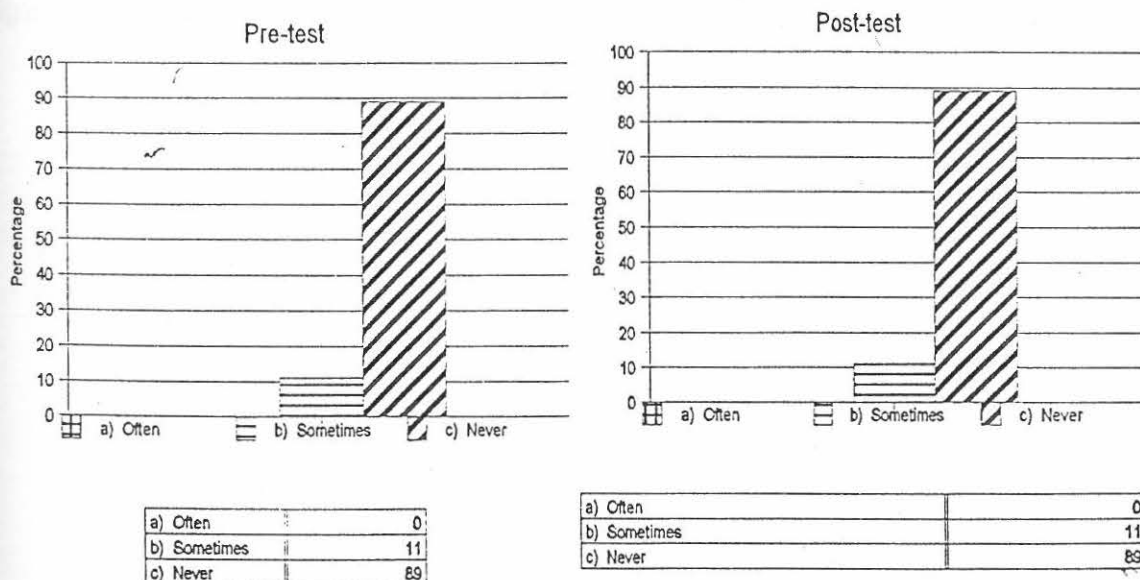
At the beginning of the study, learners (100%) indicated that there were a few or no career books in their libraries. The same responses were obtained for the post-test. This scenario is no surprise because if there were no books in the library at the beginning of the study the chances were that the status quo would remain at the end of the program which lasted only two months.

One could also interpret these results as probably meaning that the respondents are not aware of the existence of the career books in the library for they do not visit the library. Should this be the case this would imply that their career guidance teachers are not keen to see them well equipped with the information for one would assume that if they were, they would mention the existence of the books and hence the learners would be aware of this fact, even if they did not visit the library.

Question 1.4

We take trips to the industries in Welkom.

Figure 4.4



Interpretation

No learners indicated that they often take trips to the local industries for both the pre-test and the post-test. 11% Thought that they sometimes make the visits while 89% have never undertaken this exercise.

Comments.

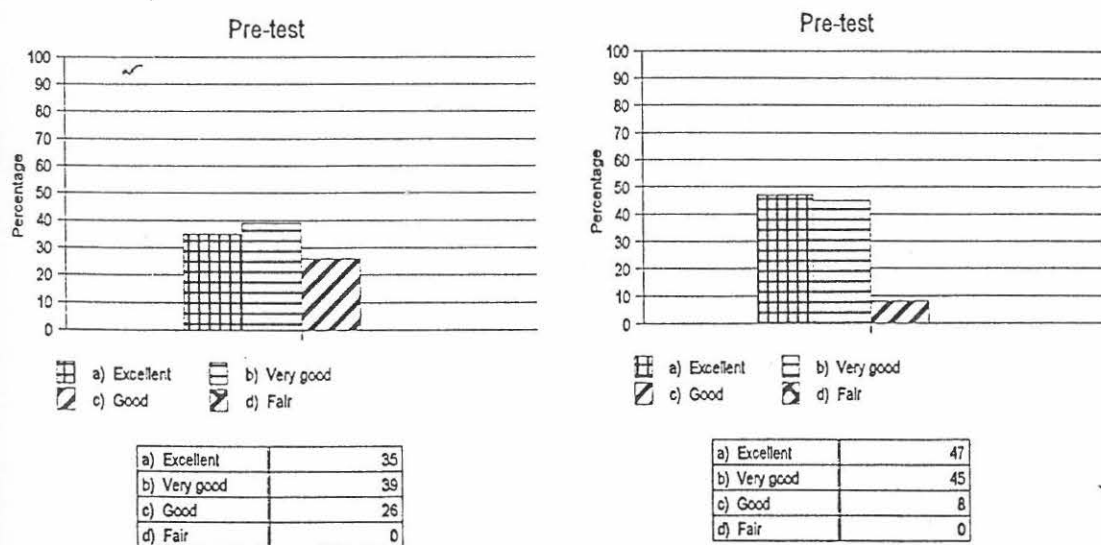
The alternatives given for 'a' and 'b' are relative comparisons of frequency, a fact which could be confusing to the learner. Despite this it is clear that 11% have undertaken some form of visits to the industry, whether often or sometimes.

Question 1.5

How do you rate yourself as a future career woman?

This question was included to gauge the learner's confidence as career woman. The responses were:

Figure 4.5



Interpretation

In the pre-test 35% of learners thought they would be excellent career women, 39% would be very good and 26% gauged themselves as good future career women. None thought they would be less than good at both the pre-test and the post-test. There was a slight change with the post-test results. A total of 92% thought themselves as either excellent (47%) or very good (45%) future career women. Only 8% regarded themselves as good future career women.

Comments

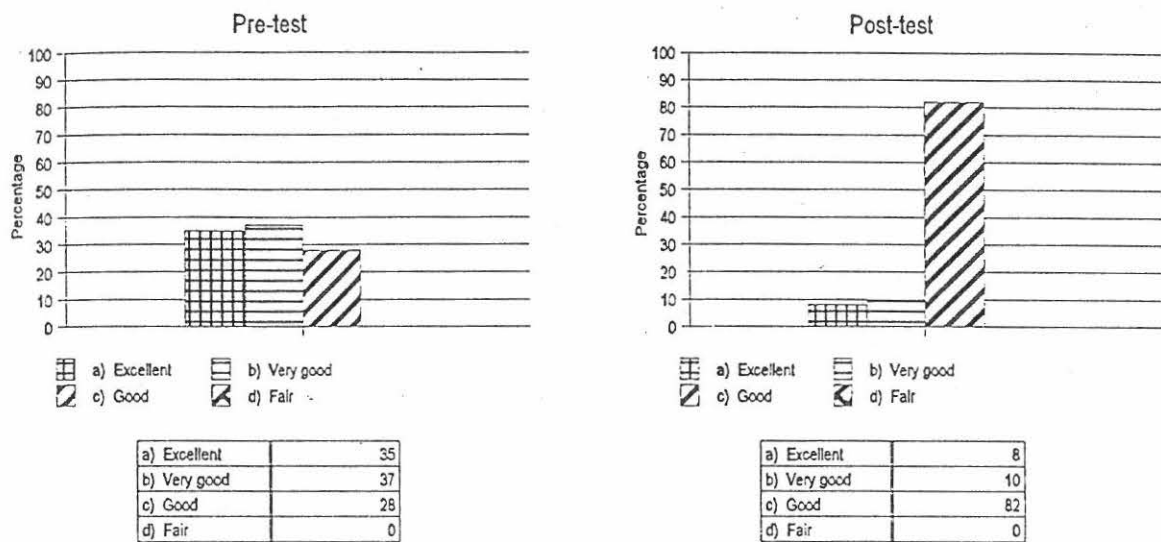
All the alternatives given were relatively positive comparisons. None of them indicated a negative concept. The outcomes indicate that even if there were alternatives like 'poor' learners would not have chosen them because none chose 'fair', which is the lowest of the four options.

Question 1.6

How would you rate yourself as a future housewife and mother?

The purpose of this question was to establish the extent to which the learners were prepared to play stereotype role of housewife and mother. The responses were as follows:

Figure 4.6



Interpretation

The pre-test reveal that 72% of the learners feel that they are either excellent (35%) or very good (37%) future housewives and mothers and 28% see themselves as good housewives and mothers. There was a tremendous shift of opinion at the post-test with only 18% indicating that they think themselves as either excellent (8%) or very good (10%) housewives and mothers, and 82% as good housewives and mothers. None of the respondents rated themselves as fair housewives and mothers.

Comments

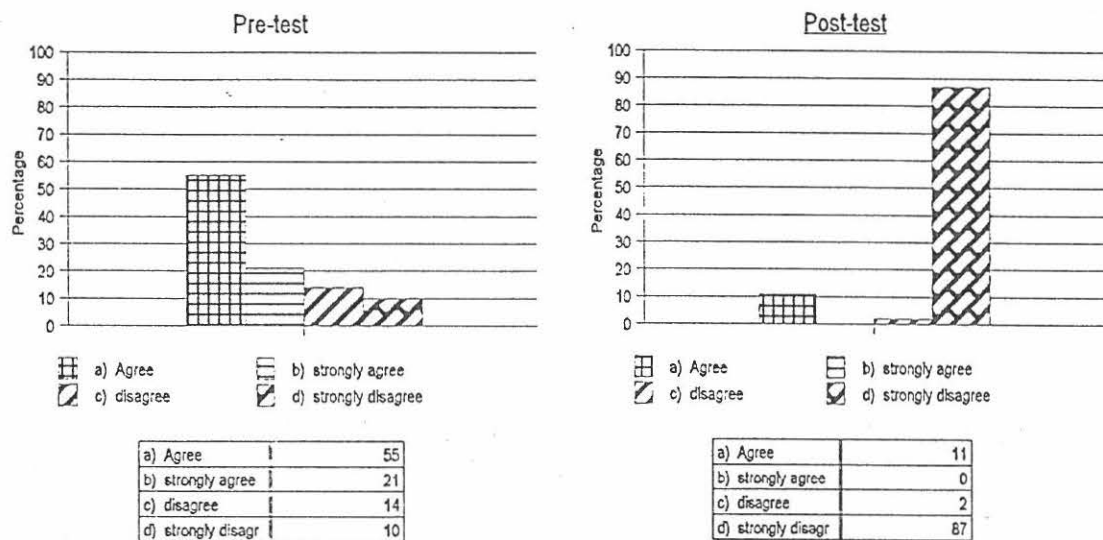
The ratings for the questions on how the respondents rate themselves as future career women and future housewives were approximately similar in the pre-test, yet in the post-test the opposite held. One would like to attribute this to the fact that after exposure to the program the learners realised that to be an excellent housewife one would have to sacrifice one's career involvement and vice versa. One needs just to be a good housewife and mother and nothing would be compromised.

Question 2.1

Women should not take jobs that will earn them a higher salary than that of their husbands.

Question included to assess self-esteem.

Figure 4.7



Interpretation

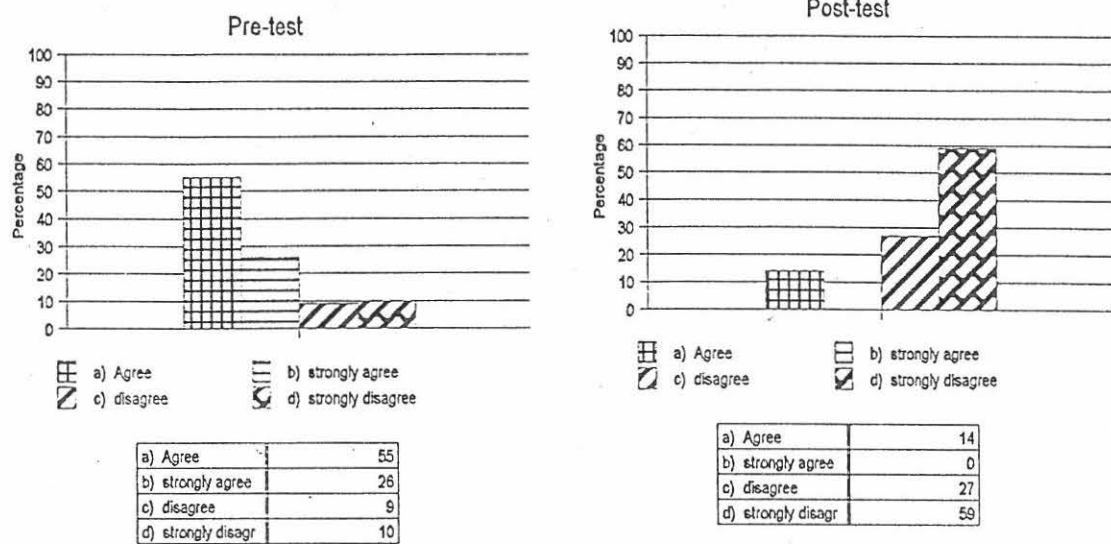
In the pre-test 76% of the respondents affirmed the statement that women should earn salaries lower than that of their husbands and 24% felt that it should not be so. The post-test responses showed only 11% agreeing with the statement and 89% disagreeing.

Question 2.2

Women should choose careers that will allow them more time at home.

This question was included to find out whether the respondents had a reference to their homes above everything else. The responses were:

Figure 4.8



Interpretation

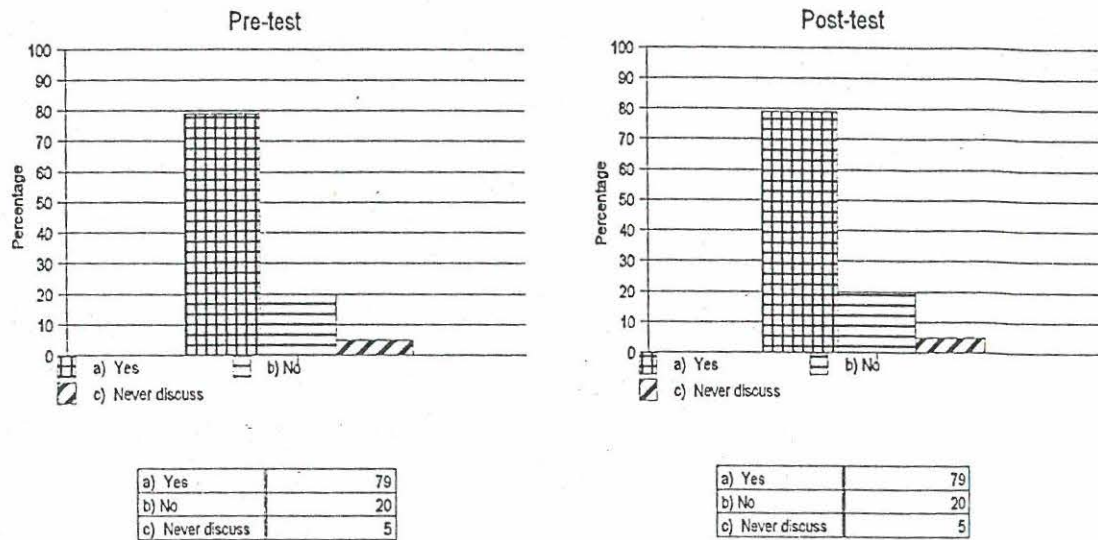
81% of the respondents felt that they needed to choose careers that would allow them more time at home and 19% disagreed with 10% strongly disagreeing in the pre-test. The post-test showed a marked shift of opinion. Only 14% believe they have to choose careers which will allow them more time at home, with 0% strongly feeling this way. 86% do not agree with the with the 59% who strongly disagreed.

Question 2.3

My parents often tell me what careers they would like me to follow.

The question was asked to assess the extent of parental pressure and involvement.

Figure 4.9



Interpretation

The pre-test and the post-test reveal the same results. It seems as if parents have a tendency of telling their children what careers to follow. 75% of the respondents have answered 'yes' to the statement that their parents choose careers for them; 20% answered 'no' with 5% indicating that they never discuss their career choices with their parents.

Comments

The post-test was not expected to portray a different scenario because the respondents were not required to express what their own feelings were towards their parents choosing careers for them. They were asked to state what their parents do, and since the parents were not part of the program no change of behavior could be envisaged.

Question 3

Classify the careers as being suitable for males, females or both. If you have never heard of the career do not write anything.

This question was included to assess the knowledge of the learners have of careers that are available - hence the inclusion of some of the uncommon careers - as well as checking whether they believe in sex-stereotyping jobs. 21 careers were included and the results shall be displayed in table form as it would demand 21 bar charts should this method be preferred.

Table 4.1 Pre-test

Careers	Frequencies in percentages			
	Female	Male	Both	Skipped
Social work	80	0	20	0
Motor mechanics	0	80	20	0
Beauty therapy	70	0	20	10
Nursing	54	0	46	0
Agricultural sciences	0	60	40	0
Auditing	0	50	20	30
Metallurgy	0	80	20	0
Stock broking	0	70	20	10
Modeling	80	0	20	0
Art and designing	45	15	20	20
Optometry	0	70	20	10
Statistician	0	45	20	35
Customs and excise	0	25	20	55
Textile design	80	0	20	0
Horticulture	10	30	20	40
Dietitian	65	0	20	15
Medicine and Surgery	0	0	100	0
Surveying	0	60	20	20
Textile	0	40	20	40
Realtor	0	30	70	0
Clothing	60	0	40	0

Post-test

The post-test results reveal that 100% of the learners classified all the 21 careers as for both male and female. None were skipped.

Interpretation and Comment

The commonly known careers were categorised according to gender, that is, nursing, beauty therapy, social work, modeling, textile design and clothing. Medicine received 100% categorising, it as for both male and female perhaps because the learners encounter both male and female doctors in their daily lives. There was a constant 20% of learners who categorised all careers as for both. One might assume the 20% is made up of the same learners in all the career categories, implying that this group of learners was exposed to some form of career guidance regarding career choice.

The post-test results indicated a complete change which may mean that the learners have been made aware that anybody, regardless of gender, could pursue any career of their choice. This may not be construed to mean that learners agree or believe that this is so.

4.3.2 The get-to-know yourself exercises

The learners were given the exercises on interest, personalities, abilities, values and the self-evaluation sheet to complete. (Pp. 22-27 of Rainbow 2000 as appendix C). This was done in the form of a three day assignment. All of the 185 respondents completed the task. The learners were asked to write down names of careers of their choice at the beginning of the program. These were compared to the one they had chosen at the end of the program. The results indicated that 86% of them were different from the previously chosen; 57% had chosen careers not complimentary to their self-profiles, 43% chose career compatible with their profiles and 14% were found to be similar to the ones they had chosen at the beginning of the program. The learners were asked to write their names down when they did this exercise.

The notes from the learners' diaries indicate that they enjoyed doing the exercise. They expressed the need to have been exposed to this program before they were in grade 10 so that they could have made informed choices.

4.4 CONCLUSION

The following chapter will be focused on summarising the preceding chapters by linking them to the findings in chapter 4 and making appropriate recommendations.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter, the researcher sets out to:-

- ◆ link the findings of this study with the literature findings in the previous chapters;
- ◆ recommend strategies for Career Education in Thabong secondary schools; and
- ◆ offer suggestions for further research.

5.2 DISCUSSION OF FINDINGS OF PRE-AND POST-TESTS

The discussions follow the sequence commanded by the questionnaire designed for the pre- and post-tests. The intention of the pre-test was to explore the following:-

- ◆ self-knowledge
- ◆ occupational knowledge
- ◆ subject choice
- ◆ parental influence
- ◆ stereotypes

The intention of the post-test was to establish whether the learners benefitted from the implementation of the counselling and guidance programme.

5.2.1 Self-knowledge

The findings of this study were that the majority of learners did not have sufficient knowledge of the 'self' to be able to make an informed decision on Career choice, as revealed by the differences between the Career choices learners had made before and after the action research. According to Herr and Cramer (1988:104-105); Naude and Bodibe (1990:2 & 128), Jacobs *et al.* (1991:185) self-knowledge is a prerequisite to meaningful career decision making. It therefore becomes imperative that this concept be addressed effectively and efficiently at a very early stage of the child's cognitive development. This need is more crucial to the African child, especially the girl child,

because of the African cultural beliefs and practices, as well as the historical constraint that the previous Apartheid government policies placed on the Africans in South Africa. Stead and Watson (1999:167) stated that career choices for Africans were limited by laws of job reservations and poor achievement due to low or negative self-concept because of the impaired school system.

5.2.2 Occupational knowledge

All of the learners indicated that there were few or no career material in their school libraries, and 89% claimed that they hardly ever visited the industries in their area. This suggests that there is very little career knowledge they are exposed to. These findings are in line with Mtshali's (1996:69) that first year university students had very little career knowledge. The same view was expressed by the students' counsellors of the Vista University - which happens to be the recipient of the secondary school graduates from Thabong secondary schools - when they were formally interviewed at the beginning of this study. This confirms the observation made by the researcher in Chapter 3 that the career exhibition organized for grade 12 learners are of no consequence towards career development.

According to Naude and Bodibe (1990:128) the learner has to have knowledge of the world of work which s/he can then use together with the knowledge of 'self' to check for dissonance in the career decision-making. It comes as no surprise, therefore, that the learners' career choices made were inconsistent with their 'self'. The need to expose learners to the knowledge of work is magnified by the indelible psychological mark the apartheid education has left amongst the African people. The Apartheid policy was to use education to influence the Africans to be subordinate workers. It channeled them to those jobs which were inferior. This is indicated by the parliamentary statement made by Le Roux in 1945, as quoted by Kallaway (1988:66) as having said ... "I am in thorough agreement with the view that we should so conduct our schools that the native who attends those schools will know that to a great extent he must be the labourer in the country."

This was re-iterated by Dr. Verwoerd's policy in 1954 that ... "The Bantu must be guided to serve his community in all respects. There is no place for him in the European Community" (South African Journal of Psychology, 1994:24 (1): 336 by Naicker 1993).

5.2.3 Subject choice

The subject choice and the level at which they are taken is determined by the learner's performance in the previous grade. This is the criterion used by the schools which comprise the sample of this study as furnished by the educators who were participants in this research. This should not be the case because good or bad academic performance depends on a variety of factors, some of which are external to the learner's natural capabilities or potential. Lask (1989:68) states that children's underachievement can be attributed to a number of divergent reasons and educators do not bother to find the cause, but labels the child as 'lazy' or 'not trying hard enough'. Perhaps the learner might have been taught by an educator who came to teaching by accident, who could not teach effectively (Anderson 1989:131), Van Scotter *et al.* (1991:106) purport that ... "Education of a person is only partly the result of schooling and mainly the result of other educative agencies such as family and the community; economy, health, welfare and moral systems."

Piaget postulates that before a teacher could give any new information to the learner, s/he should first determine the cognitive stage the learner is at. This would make assimilation easier (Hergenhahn & Olson 1997:291). Teachers do not do this. They function under the assumption that the learner is on the level s/he is placed in on the merit of the end of the year results.

Jacobs *et al.* (1991:478) emphasizes the importance of subject choice as having a direct bearing on the learner's choice of career. They posit that the basis on which subject choice has to be made, the level of the subject, and hence the study field, should be self-knowledge and occupational knowledge. Principals and subject teachers are probably ignorant of these variables contributing to subject choice. It is not surprising because, as mentioned in Chapter 3 principals of the schools which form part of this study's sample do not take guidance seriously. These findings concur with those of Lindhard's as cited in Naude and Bodibe (1990:8) that in South Africa, guidance is treated as the 'step child' of the school system.

Educamus (Editorial 1990:30), draws a shocking scenario of what wrong subject choice may result in. It is found through the studies by the South African Institute of Race Relations that 200 000 jobs will be vacant because of lack of qualified manpower in commerce and industry. The press states that if no radical change occurs in South African schools towards Career Guidance, most school leavers will find themselves without employment because of wrong subject choice.

The purpose of education is to prepare the child to be a competent, self-reliant adult. This is echoed by the former National Minister of Education, Professor Bengu, in his foreword of Curriculum 2005 (1997) that its aim is to equip learners with knowledge, competencies and orientation in order to be successful in life. The magnitude of making a good subject choice can not be over emphasized if the picture painted by Educamus (Editorial 1990:30) has to be avoided.

5.2.4 Parental influence

This study revealed that 75% of the respondents' parents choose careers for them. This is in line with the findings of Helwig (1998:262) and Sparks (1984:11) as mentioned in Chapter one of this study. Mtolo's findings are in contrast with this study's findings (Mtolo 1996:92) her findings were that friends are more influential than parents in career choices. One would assume that if this researcher had requested the respondents to compare who of the two, that is, parents or friends, has a greater influence on their career choices, the same results as Mtolo's might have prevailed. This could be explained by that the sample both Mtolo's and the researcher used were derived from a population of the disadvantaged community comprising a majority of illiterate and semi-illiterate parents. The studies conducted by Sparks, on the other hand, were undertaken in a developed first world country where the majority of parents are educated in matters of careers.

5.2.5 Stereotypes

The literature review in Chapter one shows the significance and need to address career stereotypes. Findings are that women tend to choose professions that are culturally regarded as feminine. This was indicated by the studies by Badsha; Kotecha; McCollum and Ramphele as mentioned in Chapter one (see appendices 1-5). The findings of this study point to a similar trend of thought. The responses to the questions on how the learners rated themselves as future housewives; whether women should follow careers that give them more time at home and whether women should choose careers that earn them lower salaries than those of their husbands, are indicative of the fact that these stereotypes still exist. The classification of careers according to gender by most of the respondents also confirms this view. (See Table 4 of chapter 4). Isaacson and Brown (1993:386) state that "because of socialization influences, women

have had lower career aspirations than men". They posit that women "tend to put family concerns before career issues' (Isaa son & Brown 1993:386).

They caution that career educators should be mindful of these 'self-limiting' stereotypes. Naude and Bodibe (1990:134) quote Hoyt *et al.* as having observed that:

"Women have been, and still are, discriminated against at every stage of career development - in career awareness, career exploration, career preparation, career decision-making, career entry and career progression. This occupational sex stereotyping is fully as serious and pervasive a problem in our society today as is racism".

They appeal to the career orientation teacher 'to recognize and attack this problem at the earliest possible level'.

The role of education in providing the learners with a better understanding of career development can not be stressed hard enough. The findings of research done in South Africa point to the need for re-directed teaching of career education. The present career orientation program, as outlined in Chapter 3 of this study, seems to be in line with the suggestions and recommendations put forth by researchers in South Africa and abroad. A few are cited below:

- ◆ Stead and Watson (1999:165) cite Avent as having suggested that a career education program should fulfil the following requirements:
 - ◆ Foster knowledge about careers in tertiary institutions and how these are linked to career choices.
 - ◆ Provide information on a variety of possible occupations.
 - ◆ Develop self-awareness.
 - ◆ Practice decision-making skills.
- ◆ Lindhard and Oosthuizen (1985:24) recommend that career education program should comprise
 - ◆ Self-awareness
 - ◆ Education awareness
 - ◆ Career and job awareness

- ◆ Decision-making skills
- ◆ Employability awareness
- ◆ Jacobs *et al.* (1991:115) assert that career guidance contents should include, among others.
 - ◆ Opportunities for realizing the personal potential in occupational choice.
 - ◆ Quality of self-realization.
- ◆ Isaacson and Brown (1993:226) identify seven elements of career education, namely
 - ◆ Career awareness
 - ◆ Self-awareness
 - ◆ Appreciation (attitudes)
 - ◆ Decision making skills
 - ◆ Economic awareness
 - ◆ Employability skills
 - ◆ Education awareness

The South African Career Education Program seems to have covered all the above criteria. What appears to be lacking is the effective cognitive development of the learners. The current program, if properly implemented, is good enough to address the concerns and problems as stated in Chapter one. Lack of trained manpower and lack of the viewed effective and meaningful assessment plan are viewed as the two major barriers to the effective and meaningful achievement of developing the learners cognitive potential to its maximum. This study shall propose a strategy which addresses the cognitive skills of learners to overcome the social barriers.

5.3 PROPOSED STRATEGY

Career decision-making is a process which begins at birth and extends through life. Any program which ignores this fact and treats career choice as a once off event will not achieve the required objectives. Naude and Bodibe (1990:127) posit that "Career decision making is a skill, and like all other skills can and should be learned". This

study has revealed that the learners who were part of this research still harboured some career stereotypes; were not informed enough about available career opportunities and had not undergone any self-knowledge programs (see diagrams of chapter 4). Naicker (1994:29) mentions that lack of career guidance teachers is one of the short comings in the provision of career guidance in South African schools. The poor status accorded guidance; lack of funds to appoint well-qualified personnel; guidance teachers who are unwilling to accept their skills limitations and segregation or sidelining of guidance teachers by the administrators such as principals and school management developers, and other staff members are also seen as factors which contribute towards the ineffectiveness of guidance in schools (Naude & Bodibe 1990:8).

The strategies that are recommended will be directed at improving the skills of all personnel directly involved in the provisioning of guidance and hence career education. A sample of what the evaluation plan should be like is also suggested.

5.3.1 Lack of skilled manpower

The first step towards addressing the issue of poor status accorded guidance, would be to embark on an advocacy program to educate the principals and the school management developers (SMD) about the importance of guidance. According to Jacobs *et al.* (1991:52), the school principals are responsible for the effective implementation of career guidance and counselling at school level. The principals and the SMDs therefore should be the first group to be targeted because they are responsible for proper management of the school. The program should include the following:

- ◆ The purpose of education in general should be re-visited.
- ◆ The purpose of the current education policy as opposed to the apartheid education policy.
- ◆ The economic, social and psychological effects of the apartheid education and how these could be rectified.
- ◆ The present and future economic and technological demands of South Africa specifically and the universe in general.
- ◆ The central role guidance and career guidance and counselling play to create a clear understanding of the above.

No meaningful effective education can take place without proper life orientation (as guidance is now termed) and to realise the need to re-train career orientation or life orientation educators and to afford life-orientation the recognition it deserves.

The next step would be to re-train the career orientation educators in the following aspects:

- ◆ development of the ten skills outlined in Chapter 3;
- ◆ the qualities of a career orientation educator as outlined in Chapter 3; and
- ◆ development of the skills to be able to translate the career orientation set guidelines into usable modules and worksheets which assist the learner to reach the cognitive level where they would be able to analyse, reflect and hence take informed decisions about their future careers.

Educators from all levels of pre-tertiary education should be included in this training. It is the contention of this study that career education should start as early as pre-school. This would help to address stereotypes in careers at a very early stage of the child's cognitive development. Children learn best through play and if when playing, boys and girls could be made to act out both the so-called male and female roles interchangeably, they could learn from this that boys and girls could follow any career of their choice.

5.3.2 The evaluation plan

The program that was used for this study serves as model for both formative and progression evaluation and summative or product evaluation. It is therefore suggested that each section of the career orientation program at all levels of the learners education be based on this model.

5.4 SUGGESTIONS FOR FUTURE RESEARCH

There has been much talk about not sufficient career education research done in South Africa. The research done in South Africa, no matter how limited that might be purported to be, reveals, among others, that there are very few Africans in the commercial and technology as well as in all natural sciences related fields. This is a serious cause for concern which calls for an in depth investigation into the causal factors. Perhaps the study could shed more light and assist in addressing some of the

hurdles - such as stereotypes and shortage of qualified educators - in career education.

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APPENDIX A

Table 1.1 Female employment by sector - 1993

Sector	African women		All women	
	Regular	Casual	Regular	Casual
Agriculture	11,6	14,6	8,7	11,5
Mining	0,5	0,3	0,8	0,2
Manufacturing	12,2	8,0	13,4	8,1
Electricity and Water	0,1		0,4	0,5
Construction	0,9	3,5	1,0	2,2
Wholesale and Retail	10,3	11,7	12,1	17,5
Restaurant and Hotel	4,0	1,1	3,5	6,4
Transport and Communication	1,3	0,7	2,8	0,4
Finance	1,4		5,3	2,4
Educational services	12,2	1,6	12,8	3,6
Medical services	9,8	0,4	10,3	2,0
Legal services	1,2		1,9	0,2
Domestic services	31,0	53,6	19,1	41,4
Armed Forces	0,5		0,8	
Other Services	2,5	3,9	4,6	4,6
Other	0,7	0,7	2,4	2,0
Total	100,0	100,0	100,0	100,0

Table 1.2 indicates the employment of women by occupation in the economy as a whole. The relatively high levels of employment in the professional and technical category reflect the large numbers of women working as teachers and nurses.

Table 1.2 Employment by occupation and gender - 1991

Occupation	Total % women	Total % African women	Total % all women in category	Total % African women in category
Professional and Technical	50,8	60,4	2,7	1,6
Executive and Administrative	19,3	24,2	0,4	0,1
Clerical and Sales	57,4	44,3	5,9	2,1
Transport and Communication	5,8	3,6	0,2	0,1
Service occupations	68,4	73,2	7,9	9,4
Farming and related	25,4	26,6	2,0	2,3
Artisans and Apprentices	5,1	5,5	0,3	0,2
Production and Supervisor	20,1	17,4	3,2	3,1
Unspecified	52,7	54,2	6,9	8,3

Table 1.3 gives employment in Central Government by salary category and gender in 1994. It demonstrates that virtually no women in the public sector earn over R108 000 a year, the category which includes directors and above. Virtually all of the women earning over R36 000 a year are white.

Table 1.3 Salaries in Central Government by gender

Salary range	% men in bracket	% women in bracket	Women as % of bracket
R1-11 003	21,9	17,4	42
R11 004-22 055	27,6	22,1	42
R22 056-29 879	10,7	18,3	61
R29 880-35 939	8,7	14,1	60
R35 940-46 611	13,3	14,4	50
R46 612-58 445	7,3	9,2	53
R58 446-78 437	6,2	3,8	36
R78 438-108 074	3,7	0,7	15
R108 075 and above	0,6	0,0	4
Total	100,0	100,0	48

Of the 39 374 employees of the NPA, 21 008 (53%) are women. Table 1.4 shows that while these women account for nearly half of those in the lowest of the six salary brackets, and over three-quarters of those in the second lowest, they account for fewer than one in six of those in the top two.

Table 1.4 Salaries in Natal Provincial Administration (NPA) by gender

Salary bracket	Men	Women	Women %
Up to R27 138	14 183	12 769	47
R28 382-46 545	2 193	7 157	77
R48 420-81 114	1 365	939	41
R84 015-107 019	433	114	21
R111 867-121 563	37	7	16
R126 411 and higher	115	16	12
Total	18 366	21 008	53

Table 1.5 shows women of all races as a percentage of earners in each income bracket in 1991.

Table 1.5 Women as percentage of income brackets - 1991

Annual income	% women
R300 000 plus	9,3
R100 000-299 999	6,4
R70 000-99 999	8,7
R50 000-69 999	12,8
R30 000-49 999	26,0
R10 000-29 999	35,2
R7 000-9 999	24,4
R5 000-6 999	31,7
R3 000-4 999	39,7
R1 000-2 999	50,2
R1-999	59,0
No income	53,6

Table 1.6 shows employment by sector according to the census, as well as the percentage which all women, and then African women, contribute to total employment.

Table 1.6 Employment by sector - 1991

Sector	Total % women	Total % African women	Total % all women in sector	Total % African women in sector
Total population	50,0	49,8	100	100
Economically active	39,4	39,2	29,5	27,3
Agriculture and Fishing	27,1	28,4	2,1	2,4
Mining and Quarrying	3,2	1,5	0,2	0,1
Manufacturing	28,9	24,2	2,6	1,6
Electricity, Gas and Water	10,7	5,0	0,1	0
Construction	6,3	4,0	0,2	0,1
Trade and Hospitality	40,7	39,7	3,6	2,5
Transport and Communication	13,9	5,5	0,4	0,1
Finance and Insurance	47,8	14,4	1,6	0,1
Social/Personal services	62,4	66,5	10,6	10,6
Unspecified	50,1	51,5	8,1	9,5

APPENDIX B

QUESTIONNAIRE TO GRADE 10 AFRICAN LEARNERS IN THE THABONG SECONDARY SCHOOLS

Dear learners

We are conducting a study on how to improve our teaching career guidance. We therefore ask you to assist us by completing the questionnaire below. It is not a test but an exercise to gain information that will guide us.

Please answer all the questions as honestly and truthfully as you can.

INSTRUCTIONS :-

- Do not write your name
 - Your teacher will read and explain the questions to you
 - Use the spaces provided for your answers
1. For question 1.1 to 1.6 choose the word/s that you think will best complete the sentences.
Mark with an (X).

1.1 In choosing my standard 8 subjects my career guidance teacher assisted me

- (a) very much
- (b) much
- (c) just a bit
- (d) not at all

1.2 My career guidance teacher discussed my career interests with me.

- (a) often
- (b) sometimes
- (c) hardly
- (d) never

1.3 Our school library has books and brochures about career opportunities in South Africa.

- (a) plenty
- (b) a few
- (c) no

1.4 We take trips to see what industries are found in Welkom.

- (a) plenty
- (b) sometimes
- (c) never

1.5 How do you rate yourself as a future career woman?

- (a) excellent
- (b) very good
- (c) good
- (d) fair

1.6 How would you rate yourself as a future housewife and mother?

- (a) excellent
- (b) very good
- (c) good
- (d) fair

1.7 My understanding of

2. Answer question 2.1 to 2.3 choosing one of the given alternatives. Make a tick (✓) opposite/against the one you prefer.

2.1 Women should not take jobs that will earn them a higher salary than that of their husbands.

(a) Agree	(c) Disagree
(b) Strongly agree	(d) Strongly disagree

2.2 Women should choose careers that will allow them to more time at home.

(a) Agree	(c) Disagree
(b) Strongly agree	(d) Strongly disagree

2.3 My parents often tell me what careers they would like me to follow.

(a) Yes	
(b) No	
(c) We never discuss the issue	

3. Classify the following careers as being suitable for males (m), female (f) or for both (b) by placing m, f or b in front of the appropriate career item. If you have never heard of the career, do not write anything in the provided space.

	Social work
	Motor mechanics
	Beauty therapy
✓	Nursing
	Agricultural scientist
	Auditing
	Metallurgy
	Stock broking
	Modelling
	Art and designing

	Optometry
	Statistics
	Customs & Excise
	Textile design
	Horticulture
	Dietetics
	Medicine and Surgery
	Surveying
	Textile
	Leather
	Clothing

Thank you for your time and patience in answering this questionnaire. I hope you will be as co-operative when next we come back to you with the feedback in the form of a trial of our new method of teaching to you.

ACHIEVE BY DEVELOPING THE FOLLOWING QUALITIES ◀



IDEALS AND VALUES

The ideals and values for which we strive allow us to live with fairness, honesty, dignity, and kindness. These are principles that provide us with the security to face the challenge of change, and the wisdom and courage to harness the opportunities that flow from change. This brings us closer to a sense of personal effectiveness and purpose.

What are your ideals and values?

RISK - THE COURAGE TO GROW

Change is part of a dynamic evolving world. A vibrant life cannot be static; without change there is no growth. It is impossible to achieve success without risking failure. Since life requires growth and progress, we must learn to live with risk. The greatest failure of all is the failure to grow and maximise one's potential. This passive failure is even more than active failure. We must develop sufficient courage and self-discipline to not retreat from taking risks (though reasonable ones) in order to succeed.

How do you deal with change?



"Failure is not the falling down – but the staying down. It is not how many times one falls that is important, but how many times one stands up."

Mohamed Ali

▶ INTERESTS ◀

Since getting to know yourself and what you really want in life is really important, the following questionnaires will help you gain further insight into yourself.

Rate your interests by making a cross in the appropriate box on the 5-point scale. The following meanings may be attached to the 5-point scale:

- ☒ 1) NOT AT ALL INTERESTED ☒ 2) MINIMALLY INTERESTED
☒ 3) PARTIALLY INTERESTED ☒ 4) VERY INTERESTED ☒ 5) EXTREMELY INTERESTED

	1	2	3	4	5
Learning about the sea					
Horse-riding					
Listening to friends' problems					
Acting in plays					
Working out sums					
Crafts					
Art					
Designing clothes					
Designing interiors					
Pottery					
Accounting					
Geography					
Bird-watching					
Game-watching					
Hiking					
Working with animals					
Gardening					
Collecting insects					
Aerobics					
Body Building					
Working with your hands					
Fixing Things					
Biology					
Physical Science					
Doing Experiments					
Running					
Doing crossword puzzles					
Socialising					
Learning how a hotel works					
Cooking					
Entertaining friends					

	1	2	3	4	5
Reading/Writing original essays					
Debating					
Playing sport					
Organising sport					
History					
Buying and selling					
Waitressing					
Learning a new language					
Learning about other people					
Architecture and art					
Training dogs					
Motor mechanics					
Computers/IT					
Listening to music					
Organising people					
Influencing people					
Politics					
Learning how people think					
Cycling					
Being at the seaside					
Boating					
Swimming					
Thinking of business ideas					
Making money					
Helping poor people					
Doing paperwork					
Visiting art galleries					
Visiting museums					
Learning about antiques					
Helping people					
Raising funds for charity					

When choosing possible careers, remember to take into account those interests which you have marked 4 or 5. These choices describe your interests most accurately.

► PERSONALITY ◀

Rate your personality by making a cross in the appropriate box on the 5-point scale. The following meanings may be attached to the 5-point scale:

X1) NOT AT ALL LIKE ME X2) MINIMALLY LIKE ME
X3) PARTIALLY LIKE ME X4) VERY MUCH LIKE ME X5) TOTALLY LIKE ME

	1	2	3	4	5
1. Natural – being genuine, humble and down to earth					
2. Persevering – keeps on trying, doesn't give-up after first failure					
3. Shy – don't find it easy to talk to people					
4. Systematic – following a plan step-by-step					
5. Tactful – saying and doing the right thing without hurting anyone					
6. Persuasive – able to talk someone into changing their minds					
7. Tolerant – putting up with other people's demands					
8. Co-operative – working with other people to get something done					
9. Understanding – knowing the views or feelings of those around you					
10. Sociable – enjoying being and talking with others					
11. Independent – not depending on others for your opinions/behaviour					
12. Dominant – expecting people to do what you want					
13. Follower – serving or going along with others					
14. Precise – doing things right the first time					
15. Ambitious – having a need to do well and get somewhere in life					
16. Confident – trusting and believing in yourself					
17. Impulsive – acting before thinking					
18. Creative – having bright ideas					
19. Responsible – being able to make decisions and accept consequences					
20. Adaptable – being able to change to fit into new situations					

Remember: When choosing possible careers, remember to take into account those characteristics which you have marked 4 or 5. These characteristics describe your personality most accurately.

► ABILITIES/TALENT - WORKSHEET: ◀

Mark "Yes" or "No" for each separate ability/talent

		YES	NO
WORKING WITH FIGURES?			
Work methodically	1		
Neatly	2		
Accurately	3		
Good with figures	4		
Logical	5		
Find mistakes easily	6		
Precise	7		

		YES	NO
SOLVING PROBLEMS?			
Logical	1		
Use common sense to think things through	2		
Good reasoning ability	3		
Analyse data	4		
Use principles and rules to solve problems	5		
Scientific	6		
Use imagination	7		

		YES	NO
PRACTICAL WORK?			
Enjoy doing hard work	1		
Practical	2		
Creative	3		
Make or repair clothes	4		
Repair engines	5		
Repair radios and watches	6		
Good at cooking	7		

		YES	NO
ARTISTIC WORK?			
Design articles/objects	1		
Create new things/ideas	2		
Use imagination	3		
Original	4		
Expressive	5		
Sensitive	6		
Intuitive	7		

► ABILITIES/TALENTS - WORKSHEET ◀

		YES	NO
SPEAKING AND WRITING?			
Ability to communicate well	1		
Act with self-confidence	2		
Can influence other people	3		
Can debate well	4		
Can solve disputes between people	5		
Write creatively	6		
Use original ideas	7		

		YES	NO
DEALING WITH PEOPLE?			
Friendly	1		
Persuasive	2		
Helpful	3		
Give advice	4		
Train or educate	5		
Discipline	6		
Give love	7		

WHAT ELSE CAN YOU DO THAT WAS NOT MENTIONED HERE?

*If you marked more than 4 points in any section "yes",
your abilities lie in that area.*

► VALUES - WORKSHEET ◀

Rate your personality by making a cross in the appropriate box on the 5-point scale. The following meanings may be attached to the 5-point scale:

☒ 1) NOT IMPORTANT ☒ 2) MINIMALLY IMPORTANT
☒ 3) PARTIALLY IMPORTANT ☒ 4) VERY IMPORTANT ☒ 5) EXTREMELY IMPORTANT

	1	2	3	4	5
Use what I know I am good at					
Get recognition for my efforts					
Advance quickly in my career					
Help people with problems					
To be in a position of authority at work					
Make my own decisions					
Research and design new things					
Feel accepted at work as a member of my cultural group					
Make a lot of money					
Have job security					
Do my own thing					
Become the person I want to be					
Be physically active in my work					
Do work that uses my abilities					
Work with or do dangerous things					
Work in a group					
Do things with people I like					
Be able to improve society					
Have pleasant working conditions					

*Those values which you have marked 4 and 5,
describe your values most accurately.*

► SELF-EVALUATION SHEET ◀

LIST YOUR MOST PROMINENT:

- Interests
- Personality Traits
- Aptitudes and Values

Do they complement the career paths you have in mind?

INTERESTS

PERSONALITY

APTITUDE (ABILITIES/TALENTS)

VALUES

CAREERS OF YOUR CHOICE

ARE YOU

- ☐ good at languages
- ☐ able to come up with good ideas
- ☐ creative and original with words, art, music, dance
- ☐ able to see the past as relevant to the present
- ☐ articulate
- ☐ able to teach people
- ☐ good at relating to people
- ☐ consulted by others about personal problems
- ☐ good at helping solve personal problems
- ☐ able to get others to work towards a common goal

DO YOU LIKE

- ☐ studying languages
- ☐ reading
- ☐ new ways of looking at things
- ☐ producing something new
- ☐ history and things of the past
- ☐ being creative
- ☐ relating to people
- ☐ helping and encouraging people
- ☐ solving problems in a constructive way
- ☐ being of service

If so, you could consider a Career in the Arts and Social Services...

TEACHING AND CULTURAL ACTIVITIES

- ☐ Teaching
- ☐ Librarianship
- ☐ History & Archaeology
- ☐ Languages
- ☐ Religion(s)

ARTS AND CULTURE

PUBLICATION

- ☐ Journalism
- ☐ Writing
- ☐ Publishing
- ☐ Printing

ENTERTAINMENT AND RECREATION

- ☐ Drama
- ☐ Dance
- ☐ Music
- ☐ Radio, TV & Film
- ☐ Professional Sport

ART AND DESIGN

- ☐ Fine Art
- ☐ Photography
- ☐ Graphic Design
- ☐ Fashion Design
- ☐ Textile Design
- ☐ Interior Design
- ☐ Industrial Design

LAW

- ☐ Attorney
- ☐ Advocate
- ☐ Legal Advisor
- ☐ Magistrate
- ☐ Prosecutor
- ☐ Judge

SECURITY AND PROTECTIVE SERVICES

- ☐ Security Specialists (private firms, armed forces/polic/correctional service)
- ☐ Traffic Authorities
- ☐ Fire Service
- ☐ Customs & Excise

TEACHING & SOCIAL SCIENCES

MANAGEMENT AND ADMINISTRATION

SOCIAL SCIENCES

- ☐ Psychology
- ☐ Social Work
- ☐ Family and Community Work
- ☐ Social Science

OVERLAP WITH

- ☐ Health and Hospital Services

UNIT I: Self-knowledge and Career Choice

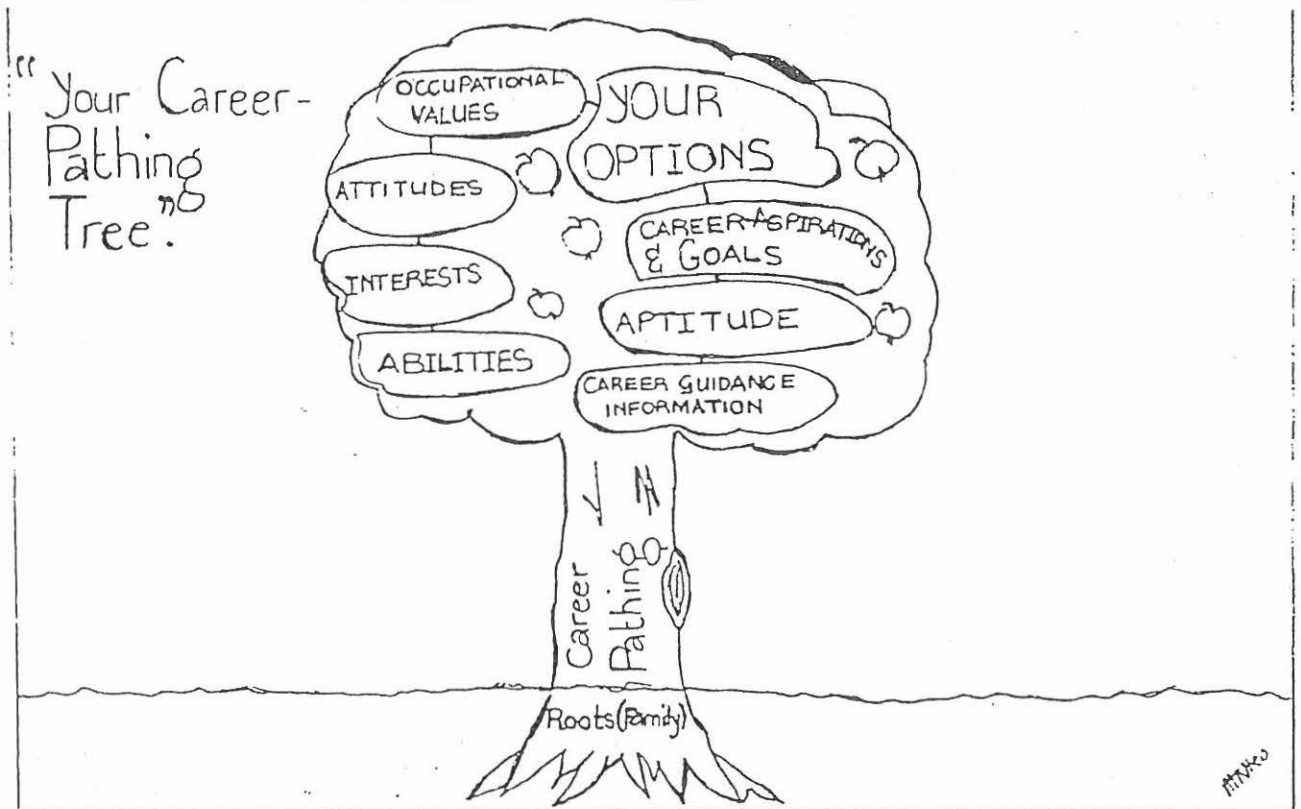
The key to unlocking your potential and choosing a career path that is right for you, is to spend some time getting to know yourself.

Choosing a career is one of the most important decisions that one makes in life. It becomes even more important when considering that there are so many different careers and occupations to choose from. Many learners mistakenly think that the end of schooling marks the beginning of their career path. Actually, they may have been on the road for years through school studies, recreational activities and sports. Remember, choosing a career is an on-going process which takes time and effort. Consequently, at this stage it is not unusual for person to be confused about the field study that he/she would to pursue. This happens precisely because as you grow, you start developing new values, interests and new skills. This can also explain why people have more than one career path during their working life. *However, the most important consideration is to select a field of study that you are interested in and that you have the ability to pursue.*

To help you lend a suitable and rewarding career for yourself, it important that you should broaden your experience. *The first step in achieving this goal is by getting to know yourself. You can do by exploring and discovering where your interests, values, aptitude, skills and abilities lie.* In addition to this, you should also summon some assistance from your guidance from your guidance teacher, your parents, school career library, career exhibitions, career counselling units and other key people in your community. However, through this whole process do not forget that the responsibility still rests with you - the learner. Although it is okay to receive some advices from your teachers, parents and school counsellors, it remains your responsibility to choose your future career. Therefore, it is very important that you should never allow anyone to choose a career for you.

This brings us to the importance of understanding oneself before deciding on your future career. The road to self - discovery (self-knowledge) is like tree with its roots, branches and leafs. See

the career pathing tree below for all the things that you need to know and explore before eventually deciding on a suitable career.



OUTCOMES

At the end of this unit you should

- know why it is important to have a thorough knowledge of yourself before deciding on a career.

Before you read

In groups of five, discuss the importance of self-knowledge in the process of choosing a career. Do you think it is necessary to have knowledge of yourself before you choose a career or not?

Why Self-Knowledge

In the past there were only few career fields in South Africa. Today there are over 4000 career fields in the country. As a result of the availability of variety of career fields in South Africa, the process of choosing a career have become very complicated. In this rapidly changing world, a thorough and deep understanding of self will help you to deal with the present day and future career challenges fairly easily. Surely, with the information and self-knowledge that you have now you are definitely not in position to tackle the demands and challenges of the future. This is where self-knowledge assumes the centre stage. Gaining self-knowledge is a life long experience which will open a whole lot of possibilities in your life. With your newly acquired self-knowledge you learn to develop a new attitude to learning and life in general. Suddenly you will realise how little you know about yourself and the world around you and that learning does not only take place inside your classroom but it continues outside your classroom by absorbing new ideas and information, experiences and knowledge. Remember a love of learning comes from the understanding you derive from it. *Self-knowledge will help you find out who you really are, and what you genuinely want out of life. Until you know who you are you cannot know what you can become.*

On the other hand, if you do not have a thorough knowledge of self you might end up confused about what type of job you would like to do and even worse you may be unsure of who you really are in terms of the following aspects: Who am I? What is it that I really want? What is important to me? What are my strength and weakness? and Who do I really want to be?

The Importance of Self-Knowledge

Self-knowledge will help you to;

- ☞ unlock your potential and to choose a career path that is right for you
- ☞ find out who you really are, and what you genuinely want out of life
- ☞ gain insight into yourself so that you can choose what is right for you
- ☞ be able to decide what you want to do with your life.

What About Your Strengths and Weaknesses

Since getting to know yourself and what you really want in life is so important, the following exercise will help you gain further insight into yourself. Write down, in the appropriate squares, your strengths, weaknesses, opportunities you would appreciate, and the stumbling blocks that may be set before you.

<u>STRENGTH</u> 1. _____ 2. _____ 3. _____ 4. _____	<u>WEAKNESSES</u> 1. _____ 2. _____ 3. _____ 4. _____
<u>OPPORTUNITIES</u> 1. _____ 2. _____ 3. _____ 4. _____	<u>STUMBLING BLOCKS</u> 1. _____ 2. _____ 3. _____ 4. _____

Invariably, self-knowledge goes hand in hand with one's strengths and weaknesses. As human beings we all have our strong and weak points. Getting to know your strength and weaknesses will help you understand and accept yourself as a unique person. If you really know who you are and have accepted yourself (with all your positives and negatives), this will give you energy, inner strength and motivation. Remember getting to acknowledge both your strong and weak points is the to self-acceptance. it only when we have true accepted ourselves that it will be easy for us to make those necessary changes in life.

How Can I gain Self - Acceptance

The trick to success begins with self acceptance and realisation. Take it from me I have already accepted who and what I am.



Getting to accept yourself is the first step towards healthy and realistic lifestyle and ultimately towards a suitable and rewarding working life. Below is list of statements which will help you in your journey towards self acceptance.

- . *know that as human beings we all have our strong and weak points.*
- . *realise that you have worth regardless of both your achievements and your weaknesses.*
- . *be aware of your positive qualities and the good things that you have already done.*
- . *believe in yourself (ie. your thoughts, speech and behaviour)*

You Are Unique



Most of the time people waste a lot of their precious time trying to be people they are not. Although it is okay to have people you admire and people you wish to emulate (eg. role models) but it is absolutely unwise to try and be those people. Remember, there is only one you and there can never be another person who is exactly like you. You have your own unique way of expressing yourself that is so special to you. Do your best to tap into your own uniqueness and potential. In a long run this will open many opportunities for you.

Appreciate Who You Are



Appreciating who you are is the best thing that could ever happen to you.

It is quite common for teenagers to easily shoot down their achievements - no matter how small. Think of a fellow learner in your class who shrinks and gets embarrassed upon receiving recognition or accolades for attaining a distinction in a class test. Or think of yet another learner who has good ideas but is forever afraid of taking part in class discussions for a fear of humiliating him/herself. These two kinds of people are afraid of themselves - they have not yet learned to accept who they really are. Appreciating who you are implies that you identify with yourself in totality - be it your thoughts, your speech, your goals and actions. Working through all these

aspects and more will help you to appreciate your true potential and to be able to set realistic goals for the future. In the long run it will enable you to turn your dreams into reality because you believe yourself.

UNIT 2: Interests

The best career choices are based on lifelong enthusiasms. But it takes time to discover interests deep enough and exciting enough to support a life's work.

Interests play a very important part in the process of choosing. Making a quick match between your interests and specific career can drain both the pleasure and the reward from the process of career planning. For example if at this stage (of your studies) you feel you are interested in one specific career do not immediately jump into any decisions without necessarily exploring other possible careers that might equally be interesting to you. Take your time to explore the full range of other interests that might be lying dormant at that stage.

Outcomes

At the end of this unit you should

- have developed an understanding of what is an interest
- have developed self-awareness of your own interests
- be able to assess your interests
- be able to link your own interests with your future occupation

Before you read

Individually, I want you to think of any three things or activities that you enjoy or like doing. Can you explain to the group as to why these activities interest you so much?

I like doing or engaging in the following:

- 1)
- 2)
- 3)

Why these activities interest me?

.....

.....

.....

.....

.....

What is an interest

Everybody has something or an activity that s/he enjoys or likes to do. Interest is something that arouses or holds one's attention or curiosity. Furthermore, interest can also be an indication of what the individual wants to do or what they enjoy or like.

How do we get to find out about one's interests

Information about one's interests, likes and dislikes, and preferences for activities may be obtained in a variety of ways. We generally distinguish three methods of assessing one's interests.

1. Expressed Interests

This method of assessing one's interests involves asking the person to state the likes and dislikes regarding certain activities or occupations. For example, if you are asked what are your likes you respond by saying I



like swimming and watching television as well as reading magazines.

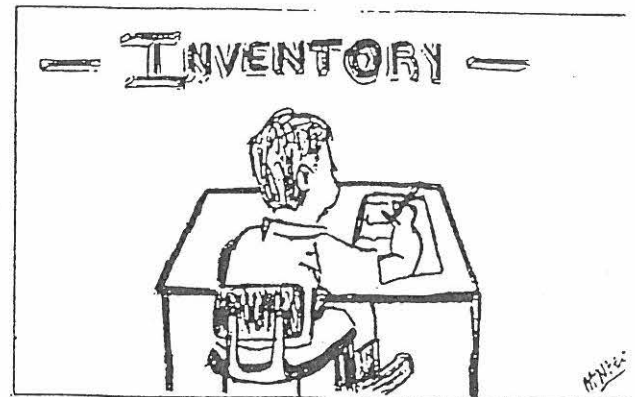
2. Manifested Interest

This method of assessing one's interests involves inquiring about or observing people's participation in activities or how they spend their time. The assumption of this method is that people become involved in activities that they enjoy or like.



3. Inventoried Interests

With this method the individual complete a standardised inventory that asks about their likes and dislikes for a variety of activities. An example of this method would Career Decision Making System (CDM), 16 Personality Factors (16 PF), etc.



Uncovering your interests

What Fascinates Me?



It is not uncommon to find learners who would tell you that they do not know what their interests are. When confronted with a question about their interests most learners are likely to say: *I do not know* or *I have not yet thought about it* or simply *I am not sure about which things and activities I like*. This is as a result of the fact that most learners do not quite bother to take things and activities that they enjoy seriously. In most cases learners fail to see any connection between their hobbies and a possible future career. For example, someone who enjoys reading books and novels might simply dismiss this as a hobby without necessarily thinking of notching a career in that direction.

The exercise below will help uncover your interests

Individually, I want to make a list of your interests and curiosities (ie. things that intrigue you). Think of anything you like doing or enjoy no matter how small and insignificant it may seem. This list can also include anything that has attracted you lately. If possible make use of magazine and newspaper stories that set off a spark of interest in you. Furthermore keep track of ideas about appealing radio and TV programs, conversations and arguments, favourite books, philosophies and lessons - anything that piques your interests and attracts. In this list you can include the following:

- Favourite activities or hobbies.
- Books, magazine articles, movies, television programs that particularly appealed to you - and why.
- Favourite courses or workshops or seminars (What particular aspect of the course attracted you).
- Jobs that sound interesting.
- Old and new subjects you always talk about with your friends.
- Trips, real or imaginary.
- Charities
- Sports

Why do we have to assess the individual's interests

Five frequent uses of assessing interests are to:

- ☞ develop self-awareness
- ☞ identify occupational alternatives
- ☞ differentiate occupational from leisure preferences
- ☞ identify sources of occupational/educational dissatisfaction
- ☞ stimulate occupational exploration

Unit 3: Job Values

The kind of career that you are ultimately going to choose will be influenced greatly by your values. Consequently, exploring your values will help you to understand yourself and what kind of work suits you best. Before continuing with the job values, let us consider the specific outcomes for this unit.

OUTCOMES

- to know various types of job values
- to develop an understanding of your job values
- to be able to assess your own job values

Before you read

In groups of 5 consider the following statements/scenarios and try and figure out three possible careers, and two job values that match each career you have mentioned. At the end you must be able to justify your answers.

- ☐ Thandeka is a young active girl who loves outdoor activities. When she was still at primary school she used to take active part in sports, especially tennis. She is currently a member of the tennis club in her neighbourhood as well as at school. Thandeka is also a head girl for grade 9 and takes an active part in the school debating team. She likes her independence, travelling and meeting people. She dislikes a consistent framework around her and feels very comfortable in engaging situations.

POSSIBLE CAREERS

JOB VALUES

1)

1) 2)

2)

2) 2)

3)

1) 2)

- ☐ Refilwe has always been concerned about the human suffering of poor people, particularly street children and people living in poverty. She feels that something must be done about their plight and that is one thing she is prepared to devote her life to as soon as she finishes her schooling. Unlike many people who are after prestigious and high paying jobs Refilwe reckons she will be happy to devote her life to helping the poor and destitute. She is also

passionate about the exploitation of workers by employers.

POSSIBLE CAREERS

JOB VALUES

- | | |
|----------|-------------------|
| 1) | 1) 2) |
| 2) | 1) 2) |
| 3) | 1) 2) |

- ☐ Larry is a man who believes that achieving is life in the ultimate goal. For him life is meaningless if people have nothing to achieve. He likes to be recognised and respected by his peers. He further believes that material things and money makes the world go round and that without these things you are nothing. He is confident, energetic, innovative and shows great leaderships qualities.

POSSIBLE CAREERS

JOB VALUES

- | | |
|----------|-------------------|
| 1) | 1) 2) |
| 2) | 1) 2) |
| 3) | 1) 2) |

Now that you have got a feel of what job values could be, how did you find this exercise? Was it difficult or even too abstract for you or was it simply too easy for you? Whatever the case may be, let us look closely at what values are.

Values are the ideas that you care about very deeply and the things you believe in. As you would have noticed in the exercises above, not everybody has the same values and therefore their views of life and their world are different. For example, Thandeka is more of a free spirited person who likes her freedom, sports and travelling, while Refilwe is more concerned about the plight of poor people and Larry is more concerned about having a high status job that pays well. It goes without saying that your values will affect the choices you make about the kind of work you would like to do. For example, if you believe that workers' rights are not always respected by employers, you will choose a career in trade union work. Similarly, someone who enjoys working with people will choose a career in sales, marketing, communications and psychology.

In trying to make a vocational decision, you are faced with varying possibilities of what values can be realised in work.

Here are some of the job values that greatly influences people's career choices. This section is purely for self-study purposes.

CAREER/OCCUPATIONAL VALUES

- | | |
|---|---|
| <input type="checkbox"/> Job security | : having a steady job from which you are unlikely to be fired |
| <input type="checkbox"/> Prestige | : having a job which gives you a great deal of status and respect. |
| <input type="checkbox"/> Good salary | : being well paid for your work. |
| <input type="checkbox"/> High achievement | : being able to do things of importance or to succeed at a job that is difficult. |
| <input type="checkbox"/> Routine activity | : work that is uncomplicated and organised with the same tasks repeated frequently. |
| <input type="checkbox"/> Variety | : having a chance to do many different things and not doing boring work. |
| <input type="checkbox"/> Creativity | : having a job where you can use your imagination and creativity. |
| <input type="checkbox"/> Independence | : work that lets you be your own boss, follow your own |

convictions, and do the job the way you want without someone watching over you.

- ☐ **Work with people** : working in close contact with people, being able to comfort and assist others through your work
- ☐ **Leadership** : being responsible for and directing the work of others, making decisions affecting others, and managing.
- ☐ **Work with your mind** : work that offers intellectual stimulation and allows use of your mental capabilities.
- ☐ **Physical activity** : work that calls for moving about and using physical strength.
- ☐ **Work under supervision** : working under supervision/direction of others, being told what to do.
- ☐ **Work with your hands** : having a job where you can use your hands, machines, or tools to make or repair things.

How will I know which job values I possess

As it has already been said that values are the basic beliefs that are so sacred to people, nobody will teach or tell you which values you should possess. Most of the time your values are something intrinsic. That is to say values a person holds are the products of upbringing, environment, cultural tradition, education and a host of other variables. They are sources of motivation and the basis for personal fulfilment. Your values are also the source of personal standards of your performance in a given area and an individual's goals for overall achievement.

To help assess your job values complete the exercise below and discover which job values are important to you.

Place a (+) by important values and a (-) by those that are unimportant.

⇒ Job Security

- ⇒ Prestige _____
- ⇒ Good Salary _____
- ⇒ High Achievement _____
- ⇒ Routine Activity _____
- ⇒ Variety-diversion _____
- ⇒ Creativity _____
- ⇒ Independence _____
- ⇒ Working with people _____
- ⇒ Leadership _____
- ⇒ Working with your mind _____
- ⇒ Physical Activity _____
- ⇒ Working under Supervision _____
- ⇒ Working with your hands _____

Once you have placed either a (+) or (-) after all these job values I want you to do the following two steps:

First, rank order your top five values from among those that have a (+) after them.

1.
2.
3.
4.
5.

Second, now rank order your bottom five values from among those that have a (-) after them. Begin your list with the value that is most negative.

1.

2.
3.
4.
5.

Now that you completed this exercise, how do you feel? Do you feel positive about the job values that are important to you? Does this exercise somehow make feel like you are ready to choose or to explore certain careers that requires similar job values as those that are important to you. Or on the contrary, does this exercise leave you feeling more confused?

In concluding of this unit, I want to list at least three careers or occupational opportunities that you could further explore with your plus (+) job values stated above.

1.
2.
3.

Now that you have identified at least three provisional careers/occupations, do not rush into any hasty decisions and conclusion about these careers/occupations. It will be absolutely crucial that you explore these careers/occupations further before committing yourself into any of these careers. **Remember lending a suitable and rewarding career is a consequence of a long and well thought out process.**

Unit 4: Abilities and Talents

Once you have identified certain career or occupational clusters that you could possibly pursue the next logical step to do is to match your career options with skills, abilities and talents associated with those career and occupational options. This should not be a difficult task to do as everyone of you possesses certain skills and abilities. Your abilities are those things which you are good at. In most cases they are skills and activities that you scarcely recall learning because they are associated with pleasure and innate talent. Think of a child who reads for hours on end, who

cannot tear him/herself away from books. Or the dedicated movie buff who recites plots and dialogue verbatim, effortlessly identifying the shots and camera angles. Other examples could include, being able to solve problems easy, good communication skills, being able to draw well, being good at doing things with your hands, etc.

OUTCOMES

- to assist learners to become aware of their particular abilities.
- to help learners to develop and sharpen their abilities
- to enable learners to assess their own abilities

Before you read

Individually, I want you to think of any three abilities you possess and you must ^{able} be explain to us how you came to realise that you possess those abilities.

Abilities you possess

- 1)
- 2)
- 3)

How did you realise that you possess theses abilities

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Activity One

- ☐ divide yourselves into pairs.
- ☐ carefully go through the scenario painted below.
- ☐ briefly explain why Peter did not succeed at the medical school.

Peter is a first year Social Work student at the university. Before finally enrolling for the qualification he is currently enrolled for, Peter wasted a year at medical school where he dismally failed to make the grades. Looking back at Peter's educational history, it transpires that when Peter was still at secondary school he was extremely good at working with people, he also possessed good communication and leaderships skills. Peter had always wanted to become a medical practitioner. His ambitions were strengthened by the results of a career inventory he took while he was in grade 10 which indicated that for future career he can explore medical studies and social studies. However, his Maths and Physical Science teachers tell us that Peter possessed average skills (aptitude) in these two subjects. On the other hand, his Biology teacher says Peter was one of the high achievers in her class. His original matric results indicate that Peter got two E symbols (on higher grades) for both Maths and Physical Science and a C symbol (on higher grade) for Biology. Realising that these grades were not sufficient for entrance or admission at the medical school, he subsequently enrolled at a private school to upgrade his Maths and Physical Science symbols. A task which he successfully completed because at end of that year he managed to improve his Maths and Physical Science symbols to C. Consequently, the following year he was admitted at the medical school on the strength of improved Maths and Physical Science symbols. In his first year at the medical school Peter performed poorly and was academically excluded at the end of that year. Following the advice from the Student Counsellor Peter decided to enrol for Social Work degree, which he is currently pursuing.

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From the case study above it becomes clear that Peter did not know where his actual skills really lies. He simply assumed that working hard on both Maths and Physical Science will guarantee him success in any discipline or field of study that requires Maths and Physical Science as the prerequisite for entry. It is also evident that Peter relied too much on the result of the interest inventory and his wishes or ambitions without necessarily taking into account the abilities and talents required for the career he wanted to follow.



Unlike your values and interests which are good predictors of career clusters that you could be suited for, abilities, on the other hand, are good predictors of work performance. The

fact that you have a long standing interest in a particular job or career does not necessarily mean that you going to succeed in it. It is therefore very important that learners should be able to match their future careers to their abilities and aptitude.

Discovering your Abilities

*Abilities and Talents are your Assets -
So make it your duty to discover them!!!*

Discovering your abilities and talents means searching for all the positive attributes that you possess as an individual. During this process you must forget about your weaknesses.

Remember, it is essential to spend your time and energy discovering what you have going for you rather than trying to correct your weak areas. Some of your abilities will be more developed or prominent than others but all your skills and talents are useful. It will be helpful to concentrate on those skills that you seem to do effortlessly. To help you discover your abilities, let us do the activity below.

Activity two

This exercise

- ☐ divide into pairs - one person becomes the client and another becomes the counsellor.
- ☐ the counsellor asks the client to write a story about something s/he has done in her life that s/he enjoyed. **Please note: the story must not be too long - a few paragraphs or few pages.**
- ☐ Once the story is written and completed the client must read it out loud to the counsellor.
- ☐ the counsellor must then listen very carefully to the story while at the same time jotting down all the skills and talents that s/he has identified within the story. Also include the interests cited or mentioned and the positive personality traits.
- ☐ When the counsellor has made his/her list then s/he should ask the client to say or mention anything positive aspects (skills, talents, interests, values, personality traits) in his/her story.
- ☐ Finally, the counsellor then reads what s/he found in the story.
- ☐ Swop roles and do this exercise over and over again.

Now, in a large group share with other group members how it felt like doing this exercise.

This exercise is critical because it will help reveal your skills and talents. The more you do it, the better it gets.

Innovative Strategies Towards Effective Teaching of Career Guidance and Counselling in Secondary Schools.

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SUBMITTED IN ACCORDANCE WITH

THE

REQUIREMENTS FOR THE DEGREE OF

MAGISTER EDUCATIONIS

in the Department of Education at

VISTA UNIVERSITY

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Submitted: October 2000
WELKOM